9th Biennial Conference on Community Research and Action

presented by

The Society for Community Research and Action
Division 27 of the American Psychological Association

and its cosponsors

2003 Conference Program

Incorporating Diversity: Moving from Values to Action

June 4 - 7, 2003

on the campus of New Mexico Highlands University
Las Vegas, New Mexico
Welcome to the 2003 Biennial Conference on Community Research and Action! The theme for the 9th Biennial Conference is *Incorporating Diversity: Moving From Values to Action*. This theme is reflected in the choice of location for this Biennial, Las Vegas, New Mexico. Las Vegas is a town rich in history, and a community that prides itself on its multi-ethnic heritage. In observance of our theme, we have tried to weave that history, heritage, and community throughout the conference. Nine Historic Districts reflective of diverse architectural styles and cultures surround you. We hope you will take the opportunity to explore our town, and meet the people who live here.

With over 135 symposia, roundtables, innovative sessions, town meetings and invited presentations, as well as over 100 poster presentations, this conference promises to be both intellectually exciting as well as sociably enjoyable. The Biennial is a place to share your work, explore your ideas, learn new approaches, and become charged with enthusiasm to take home with you. Attend one of the many interest group meetings, take part in the mentoring activities, and socialize at the “Taste of Las Vegas” Society Banquet. If you are a long-standing SCRA member, this is a time to re-connect with colleagues and deepen collaborative relationships. If this is your first Biennial, please take the opportunity to develop new relationships as well as new ideas. The other participants are waiting to meet you and explore mutual interests. We hope you will find the conference both exciting and rewarding, and that this is just the first of many Biennials you attend!

Jean Hill and Melvin Wilson
Conference Co-Chairs
# Table of Contents

Welcome........................................................................................................1

Table of Contents........................................................................................2

Co-Sponsors and Contributing Institutions................................................3

Biennial Planning Committees.....................................................................4

Reviewers......................................................................................................5

SCRA Mission and Goals............................................................................6

SCRA Committees.....................................................................................7

SCRA Interest Groups................................................................................8

General Conference Information...............................................................9

NMHU Campus Map..................................................................................10

City of Las Vegas Map...............................................................................11

Conference Overview...............................................................................12

Conference Schedule..............................................................................13

Full Program Including Abstracts.............................................................22

Author Index............................................................................................141
Contributing Institutions

New Mexico Highlands University

City of Las Vegas

Las Vegas/San Miguel Chamber of Commerce

Luna Community College
Montanos de Norte Area Health Education Center

Behavioral Sciences Department
New Mexico Highlands University

Conference Co-Sponsors

The Society for Applied Anthropology

Psychologists for Social Responsibility

Luna Community College
Montanos de Norte Area Health Education Center
Biennial Planning Committees

Local Conference Planning Committee

Chair
Jean Hill
*New Mexico Highlands University*

Members
Tom Ward
Luis Ortiz
Joan Krohn
Louise LaPlante
Germaine Alarcon
Elaine Luna

National Conference Planning Committee

Chair
Melvin Wilson
*University of Virginia*

Members
Joie Acosta, Student Representative
*University of Hawaii, Manoa*

Yolanda Suarez Balcazar
*University of Illinois at Chicago*

Dorothy E. Nary
*University of Kansas*

Toshiaki Sasao
*International Christian University*

Jim Emshoff
*Georgia State University*

Alicia Lucksted
*University of Maryland*

Kelly Hazel
*University of Alaska Fairbanks*

SCRA Membership Office
Janet Singer and staff

Student Travel Award Committee
Michèle Schlehofer-Sutton
*Claremont Graduate University*

Omar Guessous
*Georgia State University*

Joie Acosta, Student Representative
*University of Hawaii, Manoa*

Program Committee

Chair
Tom Ward
*New Mexico Highlands University*

Poster Session Coordinator
Bill Harney
*New Mexico Highlands University*

Conference Evaluation Team
Lakeesha Woods
*University of Virginia*

Melvin Wilson
*University of Virginia*

Mentoring Events Coordinators
Gloria Levin
*Glenn Echo, Maryland*

Andrea Solarz
*Arlington, VA*

Silent Auction Coordinators
Susan Luckstead

Translation Services
Corina Hansen
*New Mexico Highlands University*

Elia Guzman

Maritza Montero
*Universidad Central de Venezuela*

T-Shirt Design
Blair McPhearson
*New Mexico Highlands University*
### Reviewers

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joie Acosta</td>
<td>University of Hawai‘i</td>
</tr>
<tr>
<td>Shelly Harrell</td>
<td>Pepperdine University</td>
</tr>
<tr>
<td>Dorothy Nary</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Maryse Aupont</td>
<td>Nova Southeastern University</td>
</tr>
<tr>
<td>Kelly Hazel</td>
<td>Metropolitan State University</td>
</tr>
<tr>
<td>Steven Neese</td>
<td>New Mexico Highlands University</td>
</tr>
<tr>
<td>Christina Ayala-Alcantar</td>
<td>California State University</td>
</tr>
<tr>
<td>Suzanne Hirsch</td>
<td>F.E.G.S.</td>
</tr>
<tr>
<td>Clifford O'Donnell</td>
<td>University of Hawai‘i</td>
</tr>
<tr>
<td>Rhonda Boyd</td>
<td>University of Pennsylvania School of Medicine</td>
</tr>
<tr>
<td>Steven Howe</td>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>Esther Onaga</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Oona Callaway</td>
<td>New Mexico Highlands University</td>
</tr>
<tr>
<td>Dana Keener</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Allison Patten McGuire</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Jeffrey Charvat</td>
<td>Kennesaw, Georgia</td>
</tr>
<tr>
<td>James Kelly</td>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td>Judy Primavera</td>
<td>Fairfield University</td>
</tr>
<tr>
<td>Brian Christens</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Ryan Kilmer</td>
<td>University of North Carolina at Charlotte</td>
</tr>
<tr>
<td>Jim Salt</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>Deanna Cooke</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Gabriel Kuperminc</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>Gregor Sarkisian</td>
<td>University of California</td>
</tr>
<tr>
<td>Randi Davis</td>
<td>New Mexico Highlands University</td>
</tr>
<tr>
<td>Gloria Levin</td>
<td>Glen Echo, Maryland</td>
</tr>
<tr>
<td>Toshiaki Sasao</td>
<td>International Christian University</td>
</tr>
<tr>
<td>Serdar Degirmencioğlu</td>
<td>Istanbul Bilgi University</td>
</tr>
<tr>
<td>Rhonda Lewis</td>
<td>Wichita State University</td>
</tr>
<tr>
<td>Michele Schlehofer-Sutton</td>
<td>Claremont Graduate University</td>
</tr>
<tr>
<td>Mary Ellen Dello Stritto</td>
<td>Ball State University</td>
</tr>
<tr>
<td>Jean Ann Linney</td>
<td>University of South Carolina-Columbia</td>
</tr>
<tr>
<td>Christopher Sonn</td>
<td>Edith Cowen University</td>
</tr>
<tr>
<td>Maurice Elias</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>David Lounsbury</td>
<td>Memorial Sloan-Kettering Cancer Center</td>
</tr>
<tr>
<td>Catherine Stein</td>
<td>Bowling Green State University</td>
</tr>
<tr>
<td>Jim Emshoff</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>Alicia Lucksted</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>Yolanda Suarez Balcazar</td>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td>Ruth Fleury-Steiner</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>Eric Mankowski</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Nghi Thai</td>
<td>University of Hawai‘i</td>
</tr>
<tr>
<td>Marc Goldstein</td>
<td>Central CT State University</td>
</tr>
<tr>
<td>Kenneth Maton</td>
<td>UMBC</td>
</tr>
<tr>
<td>Paul Toro</td>
<td>Wayne State University</td>
</tr>
<tr>
<td>Bianca Guzman</td>
<td>CHOICES</td>
</tr>
<tr>
<td>Katie McDonald</td>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td>Susan Wolfe</td>
<td>Dallas, Texas</td>
</tr>
<tr>
<td>Colton Hackley</td>
<td>New Mexico Highlands University</td>
</tr>
<tr>
<td>Greg Meissen</td>
<td>Wichita State University</td>
</tr>
<tr>
<td>Richard Wolitski</td>
<td>Centers for Disease Control and Prevention</td>
</tr>
<tr>
<td>Kimberly Hall</td>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td>Tammie Mercado</td>
<td>New Mexico Highlands University</td>
</tr>
<tr>
<td>Jennifer Woodward</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Bill Harney</td>
<td>New Mexico Highlands University</td>
</tr>
</tbody>
</table>
The SCRA Mission

The Society for Community Research and Action (SCRA), Division 27 of the American Psychological Association, is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals.

Four broad principles guide SCRA:

1) Community research and action requires explicit attention to and respect for diversity among peoples and settings;
2) Human competencies and problems are best understood by viewing people within their social, cultural, economic, geographic, and historical contexts;
3) Community research and action is an active collaboration among researchers, practitioners, and community members that uses multiple methodologies;
4) Change strategies are needed at multiple levels in order to foster settings that promote competence and well-being.

We welcome all who share these values.

SCRA’s Goals

- To promote the use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes;
- To promote theory development and research that increase our understanding of human behavior in context;
- To encourage the exchange of knowledge and skills in community research and action among those in academic and applied settings.
- To engage in action, research, and practice committed to liberating oppressed peoples and respecting all cultures;
- To promote the development of careers in community research and action in both academic and applied settings.

For more information contact:

SCRA
1800 Canyon Park Circle
Building 4, Suite 403
Edmond, OK 73013
Phone: 405-341-4960
E-mail: scra@telepath.com
Web: http://www.apa.org/divisions/div27/
SCRA Committees

EXECUTIVE COMMITTEE

President
Melvin Wilson
University of Virginia

President-Elect
Paul A. Toro
Wayne State University

Past-President
Abe Wandersman
University of South Carolina

Secretary
Holly Angelique
Penn State University, Capital College

Treasurer
Leah Gensheimer
University of Missouri-Kansas City

Representative to Council
Ken Maton
University of Maryland, Baltimore County

Members at Large
Jacob Kraemer Tebes
Yale University School of Medicine
Becki Campbell
University of Illinois
Robin Miller
University of Illinois
Kelly L. Hazel
Metropolitan State University

Regional Network Coordinator
Judy Primavera
Fairfield University

Student Representatives
Omar Guessous
Georgia State University

Michele Schlehofer-Sutton
Claremont Graduate University

STANDING COMMITTEES

Committee on Women
Bianca L. Guzman, Chair
CHOICES

Development & Recruitment
Margie Rosario, Chair
Columbia University

Racial and Cultural Affairs
Fabricio Balcazar, Chair
University of Illinois at Chicago

Nominations
Bret Kloos, Chair
Yale University School of Medicine

Publications
Dina Berman, Chair
University of Illinois at Chicago

Social Policy
Steven Howe, Chair
University of Cincinnati

International Community Psychology
Toshiaki Sasao, Chair
International Christian University

INTEREST GROUPS

Interest Group on Lesbian, Gay, Bisexual, and Transgender Concerns
Alicia Lucksted, Chair
University of Maryland

Self-Help Groups & Mutual Support Interest Group
Eric Mankowski, Chair
Portland State University

Community Action Interest Group
Paul Speer, Chair
Rutgers University

Community Health Interest Group
Susan Wolfe and David Lounsbury, Co-Chairs
Department of Health and Human Services, Dallas, Texas, and Memorial Sloan-Kettering Cancer Center

Disabilities Interest Group
Esther Onaga, Chair
Michigan State University

TASK FORCES

Community Action-Research Centers Task Force
Bob Newbrough, Chair
Vanderbilt University

Awards Task Force
Sharon Rosen, Chair
Pentagoet

Web Site Task Force
Matthew J. Cook, Chair
University of Connecticut School of Medicine
SCRA Interest Groups

Committee on Women
Bianca Guzman, Chair

The mission is to increase sensitivity to and awareness of women’s issues within the SCRA; to promote training and professional development of women interested in community psychology and increase sensitivity to women’s issues in the workplaces of community psychologists; to identify and encourage feminist perspectives and methods within community psychology; to advise the Executive Committee on matters of concern to women; and to inform and educate the Executive Committee regarding implications of decisions for women and women’s concerns.

Social Policy Committee
Steven Howe, Chair

The mission is to encourage two-way communication between community psychologists and policy makers; to encourage collaborative relations with other groups to work on policy activities; to assure that the experiential and empirical knowledge base of community psychology is used to make substantive contributions to contemporary policy debates at the state and federal levels; to create opportunities for training; and to encourage academicians and others who lack policy experiences to familiarize themselves with the policy process through both traditional (classroom) and field-based (internship/externship) training experiences.

International Community Psychology
Toshiaki Sasao, Chair

The mission is to support and promote the communication and interaction among community psychologists and practitioners from all nations. To facilitate the dissemination of research and programs developed outside the United States. To foster the involvement of community psychologists from around the world in SCRA.

Interest Group on Lesbian, Gay, Bisexual and Transgender Concerns
Alicia Luckstead, Chair

The LGBT interest group increases awareness of the need for community research and action related to issues that impact LGBT people; and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/policy/service related to LGBT people and communities and/or who identify as LGBT.

Self-Help Groups and Mutual Support Interest Group
Eric Mankowski, Chair

The Self-Help & Mutual Support interest group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organization.

Community Health Interest Group
Susan Wolfe & David Lounsbury, Co-Chairs

The Community Health interest group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community.

Community Action Interest Group
Paul Speer, Chair

The Community Action interest group explores the roles and contributions of people working in applied community psychology settings.

Disabilities Interest Group
Esther Onaga, Chair

The Disabilities interest group promotes the understanding of the depth and diversity of disabilities issues in the community that are ready for research and action; and influences community psychologists’ involvement in policy and practices that enhance self-determination, personal choice, and full inclusion in the community for people with disabilities.

Students of Color Interest Group
Omar Guessous, Chair

The group’s mission is to better understand and meet the needs of students of color; to develop a network among students of color; to address issues regarding research with communities of color, and to discuss the unique contributions that communities of color can offer to the field of community psychology and vice versa.
General Conference Information

Conference Information Center
The conference information desk and registration table are located in the Sininger Hall courtyard. Items for the silent auction, the “Exemplars of Community Psychology” DVD, and conference t-shirts are also located here. The message center bulletin board is located just inside Sininger Hall.

Assistance with Conference Needs
Members of the local planning committee and conference volunteers will be wearing “Volunteer” ribbons on their nametags. Please feel free to stop any of these individuals if you have questions or need assistance.

Poster Sessions
The Wednesday and Friday evening poster sessions will be held in the Ballroom of the Student Center. This building is about a five-minute walk from the rest of the conference activities and is marked on the map in this program.

Breakfast and Lunch
Breakfast burritos will be served in the Sininger Hall courtyard on Thursday, Friday, and Saturday mornings. Box lunches will be served in the same area on Thursday and Friday.

Parking
NMHU and Las Vegas have no parking restrictions, other than normal traffic laws. There is a large parking lot on campus that you can access from 8th street just north of University Avenue. There is a large city parking lot just north of Bridge Street. It is actually behind Bridge Street and can be accessed by turning right just after you cross the bridge.

Mentoring Activities
Mentoring activities offer an opportunity for students, early career professionals, and new members of the field to meet and develop relationships with more established members. If you are interested in participating in these activities, either as a Mentor or as a Mentee, please plan on attending the orientation session during the Thursday morning breakfast. Mentors will be wearing a “Mentor” ribbon on their nametag during the conference to indicate they are willing to talk to new members and students. We invite you to do so.

Conference Evaluation
Conference evaluation forms are included in the conference packet. Please return the evaluations to designated boxes located in the Sininger Hall courtyard.

Continuing Education Credits
The conference has been approved for 22 continuing education credits through the New Mexico Counseling & Therapy Practice Board, and the New Mexico Board of Social Work Examiners. All the conference symposia have been approved for CEU’s through the New Mexico Board of Psychologist Examiners (for up to 15.75 CEU’s total). If you wish to receive CEU’s you MUST complete an evaluation form for each session you attend. These forms are available in each session room, and should be completed and left with the conference volunteer stationed in each room. You must also complete an overall evaluation of the conference. These evaluations are available at the registration table. Psychologists are required to sign in at each symposium they attend. They will receive individual certificates for each symposium. Social workers and counselors sign in only once each morning.
Conference Overview

WEDNESDAY JUNE 4
PM
1:00-5:00
Regular Sessions

5:15 – 6:15
Tribute to Bob Newbrough

6:30 – 8:00
Opening Reception and Poster Session

THURSDAY June 5
AM
7:00 – 8:15
Breakfast Burritos
Mentoring Orientation
Committee and Interest Group Meetings

8:30 – 10:15
Opening Plenary with Award Recipients
Debi Starnes and Ana Mari Cauce

10:30 – 12:00
Regular Sessions

PM
12:00 - 1:00
Boxed Lunch
Mentoring Lunch

1:00 – 6:15
Regular Sessions

6:30 – 7:30
Tribute to Murray Levine

7:30 – Women’s Night Out

FRIDAY JUNE 6
AM
7:00 – 8:30
Breakfast Burritos
Past-Presidents Breakfast

8:30 – 9:30
Plenary with Joe Trimble

9:45 – 12:30
Regular Sessions

PM
12:30 – 2:00
Boxed Lunch
Committee and Interest Group Meetings

2:00 – 4:45
Regular Sessions

5:00 – 6:30
Poster Session

7:00 –
Society Banquet

SATURDAY JUNE 7
AM
7:30 – 8:45
Breakfast Burritos

9:00 – 11:30
Regular Sessions

Closing Plenary
## Conference Schedule

**9th Biennial Conference of the Society for Community Research and Action**

**Incorporating Diversity: Moving From Values to Action**

### Wednesday June 4th Afternoon

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-2:00PM Burris 129</td>
<td>1</td>
<td>Roundtable</td>
<td>Approaching Diversity with Human Dignity in Mind</td>
<td>Elaine Shpungin</td>
</tr>
<tr>
<td>1:00-2:00PM Library 135</td>
<td>2</td>
<td>Roundtable</td>
<td>Creative Arts and Community Action: Social Justice Needs the Arts!</td>
<td>Elizabeth Thomas</td>
</tr>
<tr>
<td>1:00-2:00PM Science LH1</td>
<td>64</td>
<td>Roundtable</td>
<td>Logic Models and Non-profit Organizations</td>
<td>Bianca Guzman</td>
</tr>
<tr>
<td>1:00-2:00PM Science LH3</td>
<td>1</td>
<td>Symposium</td>
<td>Promoting Psycho-Political Wellness: Youth as Agents of Social Change</td>
<td>Isaac Prilleltensky</td>
</tr>
<tr>
<td>1:00-2:00PM Sinner 100</td>
<td>12</td>
<td>Symposium</td>
<td>Exploring Dimensions of Violence Against Women in an Incarcerated Sample</td>
<td>Melanie Bliss</td>
</tr>
<tr>
<td>1:00-2:00PM Sinner 201</td>
<td>16</td>
<td>Roundtable</td>
<td>Communicating on the Death Penalty</td>
<td>Tom Ward</td>
</tr>
<tr>
<td>1:00-2:00PM Sinner 204</td>
<td>17</td>
<td>Roundtable</td>
<td>Facilitating CBR with Faculty &amp; Students from Multiple Disciplines</td>
<td>Deanna Cooke</td>
</tr>
</tbody>
</table>

### 2:15-3:30 PM Wednesday Afternoon

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15-3:30PM Burris 129</td>
<td>21</td>
<td>Symposium</td>
<td>Mentoring in Community Interventions: Issues and Examples</td>
<td>Gabriel Kuperminc</td>
</tr>
<tr>
<td>2:15-3:30PM Kennedy</td>
<td>26</td>
<td>Symposium</td>
<td>Culture, Peers, and Delinquency</td>
<td>Clifford O'Donnell</td>
</tr>
<tr>
<td>2:15-3:30PM Library Addition G35</td>
<td>33</td>
<td>Roundtable</td>
<td>Failures: Examining System and Organizational Regularities</td>
<td>Leonard Jason</td>
</tr>
<tr>
<td>2:15-3:30PM Science LH1</td>
<td>34</td>
<td>Roundtable</td>
<td>New Perspectives of the Nature of Community</td>
<td>John Robert Newbrough</td>
</tr>
<tr>
<td>2:15-3:30PM Science LH3</td>
<td>35</td>
<td>Symposium</td>
<td>Reducing the Risks Associated with Substance Abuse and HIV Infection Among African American Adolescents</td>
<td>Rhonda Lewis</td>
</tr>
<tr>
<td>2:15-3:30PM Sinner 100</td>
<td>39</td>
<td>Symposium</td>
<td>Emerging Issues in the Community Response to Domestic Violence</td>
<td>Nicole Allen</td>
</tr>
<tr>
<td>2:15-3:30PM Sinner 201</td>
<td>44</td>
<td>Roundtable</td>
<td>Methods for Including Multiple Perspectives in Research with Refugees</td>
<td>Jessica Goodkind</td>
</tr>
<tr>
<td>2:15-3:30PM Sinner 202</td>
<td>45</td>
<td>Innovative Session</td>
<td>Mental Health Auditing the 9th SCRA Biennial Conference</td>
<td>Paul Duckett</td>
</tr>
<tr>
<td>2:15-3:30PM Sinner 205</td>
<td>46</td>
<td>Symposium</td>
<td>Towards System Transformation: Critical Approaches in Australian Postgraduate Student Research</td>
<td>Lauren Breen</td>
</tr>
</tbody>
</table>
2:45-5:00 PM Wednesday Afternoon

<table>
<thead>
<tr>
<th>Time</th>
<th>Room/Location</th>
<th>Event Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45-5:00PM</td>
<td>Sininger 204</td>
<td>Workshop</td>
<td>Getting Started Doing Policy Research</td>
<td>Steven Howe</td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Burris 129</td>
<td>Symposium</td>
<td>Programs That Aid The Development Of</td>
<td>Lynne Cohen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disadvantaged Children And Adolescents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enhancing Interdisciplinary Collaboration</td>
<td>Ken Maton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in Community-Based Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roundtable</td>
<td>Practicing Community Psychology: The</td>
<td>David Julian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Process of Moving from Values to Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Symposium</td>
<td>International Research Collaboration in</td>
<td>Craig C. Brookins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Africa</td>
<td></td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Science LH1</td>
<td>Symposium</td>
<td>Modeling Psycho-Behavioral Components</td>
<td>Ralph Levine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of Epidemics and Other Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Problems</td>
<td></td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Science LH3</td>
<td>Symposium</td>
<td>Community Embraces Family: How Young</td>
<td>Catherine Stein</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adults and their Parents Cope With Mental</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Illness</td>
<td></td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Sininger 100</td>
<td>Symposium</td>
<td>Power and Empowerment: Institutions,</td>
<td>Paul Speer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organizations, and the Grass-Roots</td>
<td></td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Sininger 201</td>
<td>Roundtable</td>
<td>Pedagogy of the Privileged: Building</td>
<td>Ann Curry-Stevens</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theory, Curriculum and Critical Practices</td>
<td></td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Sininger 202</td>
<td>Innovative</td>
<td>Understanding the Culture and Lifestyle of</td>
<td>Virginia Luchetti</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session</td>
<td>Homeless Men and Women</td>
<td></td>
</tr>
<tr>
<td>3:45-5:00PM</td>
<td>Sininger 205</td>
<td>Roundtable</td>
<td>Sustaining Momentum from Research on the</td>
<td>Cynthia Chataway</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strengths of Indigenous Communities</td>
<td></td>
</tr>
<tr>
<td>5:15-6:15PM</td>
<td>Ilfeld Auditorium</td>
<td>Special</td>
<td>A Tribute to Bob Newbrough</td>
<td>Doug Perkins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30-8:00PM</td>
<td>Student Center</td>
<td>Poster</td>
<td>Opening Reception and Poster Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ballroom</td>
<td>Session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thursday June 5th Morning

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Type</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-8:15AM</td>
<td>Central Park</td>
<td>Breakfast Burritos</td>
<td>Gloria Levin &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Andrea Solarz</td>
</tr>
<tr>
<td>7:15-8:15AM</td>
<td>Library 135</td>
<td>Mentoring Orientation</td>
<td>Bianca Guzman</td>
</tr>
<tr>
<td>7:15-8:15AM</td>
<td>Sininger 201</td>
<td>Committee on Women Meeting</td>
<td></td>
</tr>
<tr>
<td>7:15-8:15AM</td>
<td>Sininger 202</td>
<td>Social Policy Committee</td>
<td>Steven Howe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>7:15-8:15AM</td>
<td>Sininger 204</td>
<td>International Committee</td>
<td>Toshi Sasao</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>7:15-8:15AM</td>
<td>Sininger 205</td>
<td>Self-help/Mutual Support</td>
<td>Eric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interest Group Meeting</td>
<td>Mankowski</td>
</tr>
</tbody>
</table>
### Society for Community Research and Action 9th Biennial Conference

**7:15-8:15AM**
- **Sininger 100**
  - Community Action Interest Group Meeting
  - **Paul Speer**

**8:30-10:15AM**
- **Ilfeld Auditorium**
  - Opening Plenary with Award Recipients
  - **Ana Mari Cauce**

### 10:30-11:45 AM Thursday Morning

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-11:45AM Library 135</td>
<td>137</td>
<td>Roundtable</td>
<td>Engagement of African-American Families in a Parent Involvement Program</td>
<td>Julia Mendez</td>
</tr>
<tr>
<td>10:30-11:45AM Library Addition G35</td>
<td>138</td>
<td>Symposium</td>
<td>Community/Academic Partnerships in Action</td>
<td>Marc Zimmerman</td>
</tr>
<tr>
<td>10:30-11:45AM Science LH1</td>
<td>142</td>
<td>Symposium</td>
<td>What Could Have Been: The History of Psychology</td>
<td>Stephanie Reich</td>
</tr>
<tr>
<td>10:30-11:45AM Science LH3</td>
<td>147</td>
<td>Symposium</td>
<td>Partnership to Prevent FAS: Uniting Communities in a National Concern</td>
<td>Rebecca Buchanan</td>
</tr>
<tr>
<td>10:30-11:45AM Sinderger 201</td>
<td>153</td>
<td>Roundtable</td>
<td>Diversity in Low-Income Families: Father Involvement and Policy Implications</td>
<td>Melvin Wilson</td>
</tr>
<tr>
<td>10:30-11:45AM Sinderger 202</td>
<td>154</td>
<td>Innovative Session</td>
<td>Storytelling to Explore Cultural Identities</td>
<td>Rose Black</td>
</tr>
<tr>
<td>10:30-11:45AM Sinderger 205</td>
<td>155</td>
<td>Symposium</td>
<td>Exploring Community Psychological Praxis in a Value-Laden World</td>
<td>Jacob Hess</td>
</tr>
</tbody>
</table>

### 10:30-12:00 PM Thursday Morning

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-12:00PM Kennedy</td>
<td>160</td>
<td>Symposium</td>
<td>It's Not About Education: Schooling for African American and Latino students</td>
<td>Julian Rappaport</td>
</tr>
<tr>
<td>10:30-12:00PM Burris 129</td>
<td>166</td>
<td>Symposium</td>
<td>State Policy Development through Evaluation/Research: The Rhode Island-Yale Partnership</td>
<td>Jacob Tebes</td>
</tr>
<tr>
<td>10:30-12:00PM Sinderger 100</td>
<td>172</td>
<td>Symposium</td>
<td>Neighborhood Voices: Data Sources and Stories for Implementation and Evaluation</td>
<td>Laurie Van Egeren</td>
</tr>
</tbody>
</table>

### 10:30-1:00 PM Thursday Morning

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-1:00PM Sinderger 204</td>
<td>178</td>
<td>Workshop</td>
<td>Local Community Asset Mapping for Community Action Research</td>
<td>Werner Schink</td>
</tr>
</tbody>
</table>

### Thursday June 5th Afternoon

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>Format</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-1:00PM Central Park</td>
<td>Boxed Lunch</td>
<td>Andrea Solarz &amp; Gloria Levin</td>
</tr>
<tr>
<td>12:00-1:00PM Library 135</td>
<td>Mentoring Lunch</td>
<td>William Davidson</td>
</tr>
<tr>
<td>12:00-1:00PM</td>
<td>Open Meeting with the Editor of the American Journal of Community Psychology</td>
<td></td>
</tr>
</tbody>
</table>
# Society for Community Research and Action 9th Biennial Conference

## 1:00-2:00 PM Thursday Afternoon

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-2:00PM Burris 129</td>
<td>179</td>
<td>Roundtable</td>
<td>Ecological Approaches to Refugee Wellbeing</td>
<td>Kenneth Miller</td>
</tr>
<tr>
<td>1:00-2:00PM Kennedy</td>
<td>180</td>
<td>Roundtable</td>
<td>Racial Identity and Psychosocial Outcomes Among African American Adolescents</td>
<td>Cleopatra Caldwell</td>
</tr>
<tr>
<td>1:00-2:00PM Library 135</td>
<td>181</td>
<td>Roundtable</td>
<td>Early Prevention in Mental Health in the Community 'La Casa de la Familia'</td>
<td>Miguel Maldonado</td>
</tr>
<tr>
<td>1:00-2:00PM Library Addition G35</td>
<td>182</td>
<td>Roundtable</td>
<td>Collective Housing for Self-Sustainability in Urban Disenfranchised Communities</td>
<td>Suzanne Hirsch</td>
</tr>
<tr>
<td>1:00-2:00PM Science LH1</td>
<td>183</td>
<td>Roundtable</td>
<td>Strategies for Data Collection from Economically Under-represented Populations</td>
<td>Lydia Killos</td>
</tr>
<tr>
<td>1:00-2:00PM Science LH3</td>
<td>184</td>
<td>Roundtable</td>
<td>Ethical Issues in Community Collaborations</td>
<td>Ann Rivera</td>
</tr>
<tr>
<td>1:00-2:00PM Sninger 100</td>
<td>185</td>
<td>Town Meeting</td>
<td>Working Together: LGBT Communities and Community Psychology</td>
<td>Alicia Lucksted</td>
</tr>
<tr>
<td>1:00-2:00PM Sninger 201</td>
<td>186</td>
<td>Roundtable</td>
<td>Exploring the Impact of Resident Participation in Community Research</td>
<td>Chris McCarthy</td>
</tr>
<tr>
<td>1:00-2:00PM Sninger 204</td>
<td>187</td>
<td>Town Meeting</td>
<td>Publishing Case Studies as Guides to Community Practice</td>
<td>Daniel Fishman</td>
</tr>
<tr>
<td>1:00-2:00PM Sninger 205</td>
<td>188</td>
<td>Roundtable</td>
<td>Pedagogy as Praxis: Issues of Intersection</td>
<td>Gina Ulysse</td>
</tr>
</tbody>
</table>

## 2:15-3:30 PM Thursday Afternoon

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15-3:30PM Burris 129</td>
<td>189</td>
<td>Symposium</td>
<td>Using Empowerment Evaluation to Build Community Capacity</td>
<td>Steven Pokorny</td>
</tr>
<tr>
<td>2:15-3:30PM Kennedy</td>
<td>196</td>
<td>Symposium</td>
<td>Speaking Knowledge to Power for Systems Change on Diversity Issues</td>
<td>Christopher Keys</td>
</tr>
<tr>
<td>2:15-3:30PM Library Addition G35</td>
<td>200</td>
<td>Symposium</td>
<td>Who Has a Voice? Understanding Contextualized Experience in Special Education</td>
<td>Carol I. Diener</td>
</tr>
<tr>
<td>2:15-3:30PM Science LH1</td>
<td>204</td>
<td>Symposium</td>
<td>Ecological Perspectives on Gender, Aggression, and Delinquency</td>
<td>N. Dickon</td>
</tr>
<tr>
<td>2:15-3:30PM Sninger 100</td>
<td>208</td>
<td>Symposium</td>
<td>Racial Equality in Substance Abuse Care: An Introduction</td>
<td>Reppucci Rudolf Moos</td>
</tr>
<tr>
<td>2:15-3:30PM Sninger 205</td>
<td>214</td>
<td>Symposium</td>
<td>Youth as Experts: Creating Contexts for Competence</td>
<td>Jennifer Rudkin</td>
</tr>
<tr>
<td>2:15-3:30PM Sninger 201</td>
<td>220</td>
<td>Symposium</td>
<td>Research and Intervention on HIV/AIDS and Substance Abuse in Sub-Saharan Africa</td>
<td>Craig C. Brookins</td>
</tr>
</tbody>
</table>

## 2:15-4:45 PM Thursday Afternoon

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15-4:45PM Sninger 204</td>
<td>224</td>
<td>Workshop</td>
<td>Introduction to PhotoVoice Method Within a PAR/Empowerment Evaluation Framework</td>
<td>Shelby Berkowitz</td>
</tr>
</tbody>
</table>
### 3:45-4:45 PM Thursday Afternoon

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Type</th>
<th>Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45-4:45PM</td>
<td>Burris 129</td>
<td>Roundtable</td>
<td>Researching with Disempowered Communities: Lessons from the field</td>
<td>Roger Green</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Kennedy</td>
<td>Roundtable</td>
<td>Evaluating Empowerment Programs for Children and Youth</td>
<td>Erin Spelman</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Library Addition G35</td>
<td>Symposium</td>
<td>Steps Toward Improving Service Utilization Among Marginalized Populations in Chicago</td>
<td>Chiara Sabina</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Science LH1</td>
<td>Symposium</td>
<td>Empowerment Evaluation: From Principles to Practice</td>
<td>Paul Flaspohler</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Science LH3</td>
<td>Roundtable</td>
<td>Fostering Community in Graduate Programs</td>
<td>Omar Guessous</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Sninger 100</td>
<td>Roundtable</td>
<td>Creating a Critical Community Psychology</td>
<td>Holly Angelique</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Sninger 201</td>
<td>Roundtable</td>
<td>Youth Participation in Organizational and Community Change: Research and Tools</td>
<td>Shepherd Zeldin</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Sninger 202</td>
<td>Roundtable</td>
<td>Is Community Psychology Relevant to Public Mental Health?</td>
<td>Michael Blank</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Sninger 205</td>
<td>Roundtable</td>
<td>The Potential Role of Community Psychology in the re-design of Urban Centers</td>
<td>Ralph Levine</td>
</tr>
<tr>
<td>3:45-4:45PM</td>
<td>Library 135</td>
<td>Town Meeting</td>
<td>An Open Meeting with the Editorial Board of the “Community Practitioner”</td>
<td>David Julian</td>
</tr>
</tbody>
</table>

### 5:00-6:15 PM Thursday Afternoon

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Type</th>
<th>Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00-6:15PM</td>
<td>Burris 129</td>
<td>Symposium</td>
<td>Racial Identity: Development and Implications for Behavior</td>
<td>Anne Gregory</td>
</tr>
<tr>
<td>5:00-6:15PM</td>
<td>Kennedy</td>
<td>Symposium</td>
<td>Influencing Policy: An Exploration of Nontraditional Research Methodologies</td>
<td>JoAnn Hsueh</td>
</tr>
<tr>
<td>5:00-6:15PM</td>
<td>G35</td>
<td>Town Meeting</td>
<td>Augmenting the “A” in SCRA: A 21st Century Town Meeting</td>
<td>Brad Olson</td>
</tr>
<tr>
<td>5:00-6:15PM</td>
<td>Science LH1</td>
<td>Symposium</td>
<td>Collaborating for Change: Exploring the Next Generation of Inquiry</td>
<td>Nicole Allen</td>
</tr>
<tr>
<td>5:00-6:15PM</td>
<td>Sninger 100</td>
<td>Symposium</td>
<td>Recovering Choice and Collaboration: Taking the Coercion out of Community Mental Health</td>
<td>Larry Davidson</td>
</tr>
<tr>
<td>5:00-6:15PM</td>
<td>Sninger 201</td>
<td>Symposium</td>
<td>Sense of Community and Related Constructs: Implications for Intervention Design</td>
<td>Catherine Lesesne</td>
</tr>
<tr>
<td>5:00-6:15PM</td>
<td>Sninger 205</td>
<td>Symposium</td>
<td>A Vision from the Trenches: Promoting Achievement among Urban Youth</td>
<td>Nadia Ward</td>
</tr>
<tr>
<td>6:30-7:30PM</td>
<td>Ifeld Auditorium</td>
<td>Special Event</td>
<td>A Tribute to Murray Levine</td>
<td>Jacob Tebes</td>
</tr>
<tr>
<td>7:30PM-</td>
<td></td>
<td>Special Event</td>
<td>Women’s Night Out</td>
<td></td>
</tr>
</tbody>
</table>
Friday June 6th Morning

7:00-8:30 AM
Library 135
Special Event
Breakfast Meeting for Past Presidents of SCRA and Current Executive Committee Members
Cary Cherniss

7:00-8:30 AM
Central Park
Breakfast Burritos

8:30-9:30 AM
Ilfeld Auditorium
Special Event
Mid-conference Plenary with Joe Trimble

9:45-11:00 AM Friday Morning

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45-11:00 AM</td>
<td>271</td>
<td>Innovative Session</td>
<td>Innovative Quant- and Qualitative Approaches to Sense of Community Assessment</td>
<td>Rae Jean Proescholdbell</td>
</tr>
<tr>
<td>Burris 129</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>272</td>
<td>Symposium</td>
<td>Culture and Identity Politics in Community and Academic Contexts</td>
<td>Jennifer Graf</td>
</tr>
<tr>
<td>Kennedy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>277</td>
<td>Symposium</td>
<td>Negotiating the Complexity of University-Community Collaborations</td>
<td>Kenneth Miller</td>
</tr>
<tr>
<td>Library Addition G35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>283</td>
<td>Workshop</td>
<td>State Hospital Patient Cemetery Restoration Project: The New Mexico Model</td>
<td>Gilbert Quintana</td>
</tr>
<tr>
<td>Library 135</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>284</td>
<td>Symposium</td>
<td>Innovative Public Health Psychology Approaches to Promoting Child Mental Health/Development</td>
<td>Gretchen LeFever</td>
</tr>
<tr>
<td>Science LH1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>289</td>
<td>Symposium</td>
<td>Mentoring Research: Multiple Approaches and Benefits</td>
<td>Fabricio Balcazar</td>
</tr>
<tr>
<td>Science LH3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>294</td>
<td>Roundtable</td>
<td>Diversity of Innovations of Mental Health Consumer Run Organizations</td>
<td>Thomasina Borkman</td>
</tr>
<tr>
<td>Sinner 100</td>
<td></td>
<td></td>
<td></td>
<td>Cynthia Hazel</td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>295</td>
<td>Innovative Session</td>
<td>Making and Interpreting Duality Drawings: Participant Art as Qualitative Data</td>
<td></td>
</tr>
<tr>
<td>Sinner 201</td>
<td></td>
<td></td>
<td></td>
<td>Jean Hill</td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>296</td>
<td>Symposium</td>
<td>The Communities That Care Model: Lessons Learned</td>
<td>Maretha Visser</td>
</tr>
<tr>
<td>Sinner 202</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-11:00 AM</td>
<td>302</td>
<td>Symposium</td>
<td>Peer Support as Psychological Intervention in a Multicultural Disadvantaged Community</td>
<td></td>
</tr>
<tr>
<td>Sinner 205</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11:15-12:30 PM Friday Morning

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15-12:30 PM</td>
<td>307</td>
<td>Roundtable</td>
<td>Making Methodological Choices in Community Research: A Case-study for Discussion</td>
<td>Grace Pretty</td>
</tr>
<tr>
<td>Burris 129</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30 PM</td>
<td>308</td>
<td>Symposium</td>
<td>Learning Communities and Learning Organizations</td>
<td>Paul Speer</td>
</tr>
<tr>
<td>Kennedy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30 PM</td>
<td>312</td>
<td>Innovative Session</td>
<td>Indymedia (R)Evolution: The Global Network &amp; Rise of One Indymedia Center</td>
<td>Sascha Meinrath</td>
</tr>
<tr>
<td>Library Addition G35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30 PM</td>
<td>313</td>
<td>Roundtable</td>
<td>Teaching to Challenge Student Mindsets: Conversation and Materials Exchange</td>
<td>Jim Dalton</td>
</tr>
<tr>
<td>Library 135</td>
<td></td>
<td></td>
<td></td>
<td>Hiro Yoshikawa</td>
</tr>
<tr>
<td>11:15-12:30 PM</td>
<td>314</td>
<td>Symposium</td>
<td>Social Discrimination, Sexual Orientation, and Health Among Gay Men of Color</td>
<td></td>
</tr>
<tr>
<td>Science LH1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Society for Community Research and Action 9th Biennial Conference

<table>
<thead>
<tr>
<th>Time</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15-12:30PM</td>
<td>Roundtable</td>
<td>Schools, CBOs, and Churches: Facilitating Positive Youth Development</td>
<td>Edward Seidman</td>
</tr>
<tr>
<td>Science LH3</td>
<td>Symposium</td>
<td>Engaging Community in the Evaluation of Batterer Intervention Programs</td>
<td>Eric Mankowski</td>
</tr>
<tr>
<td>11:15-12:30PM</td>
<td>Roundtable</td>
<td>Forging Strengths-Based Social Policy: A Roundtable</td>
<td>Kenneth Maton</td>
</tr>
<tr>
<td>Sinner 100</td>
<td>318</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30PM</td>
<td>Symposium</td>
<td>What Now?! Making a Broad and Just(ified) Community Impact</td>
<td>Peter Dowrick</td>
</tr>
<tr>
<td>Sinner 201</td>
<td>319</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30PM</td>
<td>Innovative Session</td>
<td>Science and Community Psychology</td>
<td>Abe Wandersman</td>
</tr>
<tr>
<td>Sinner 202</td>
<td>324</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30PM</td>
<td>Innovative Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinner 205</td>
<td>325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-2:00PM</td>
<td>Boxed Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Park</td>
<td>331</td>
<td>Community Health Interest Group Meeting</td>
<td>Susan Wolfe and</td>
</tr>
<tr>
<td>12:30-2:00PM</td>
<td>Roundtable</td>
<td></td>
<td>David Lounsbury</td>
</tr>
<tr>
<td>Sinner 100</td>
<td>332</td>
<td>Disabilities Interest Group Meeting</td>
<td>Esther Onaga</td>
</tr>
<tr>
<td>12:30-2:00PM</td>
<td>Roundtable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinner 201</td>
<td>333</td>
<td>School Interventions Interest Group Meeting</td>
<td>Nadia Ward</td>
</tr>
<tr>
<td>12:30-2:00PM</td>
<td>Roundtable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinner 202</td>
<td>334</td>
<td>Students of Color Interest Group Meeting</td>
<td>Omar Guessous</td>
</tr>
<tr>
<td>12:30-2:00PM</td>
<td>Innovative Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library 135</td>
<td>335</td>
<td>Creating Community Movements to Put Kids First</td>
<td>Mary Warren</td>
</tr>
<tr>
<td>Library Addition G35</td>
<td>Roundtable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:15PM</td>
<td>Symposium</td>
<td>The Changing Face of HIV Prevention: Emerging Areas of Research and Intervention</td>
<td>Richard Jenkins</td>
</tr>
<tr>
<td>Science LH1</td>
<td>336</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:15PM</td>
<td>Roundtable</td>
<td>Empowering Approaches to Researching Self-Help</td>
<td>Margaret Davis</td>
</tr>
<tr>
<td>Science LH3</td>
<td>337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:15PM</td>
<td>Roundtable</td>
<td>Policy Impacting Career Options for Community Psychologists</td>
<td>Susan M. Wolfe</td>
</tr>
<tr>
<td>Sinner 100</td>
<td>343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:15PM</td>
<td>Workshop</td>
<td>Community Dialogue Methods for Deep Democracy</td>
<td>Tod Sloan</td>
</tr>
<tr>
<td>Sinner 201</td>
<td>344</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:15PM</td>
<td>Innovative Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinner 202</td>
<td>345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time &amp; Place</td>
<td>ID</td>
<td>Format</td>
<td>Title</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----</td>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>453</td>
<td>Roundtable</td>
<td>Collective Action and Faith-based Organizations: Contributions and</td>
</tr>
<tr>
<td>Burris 129</td>
<td></td>
<td></td>
<td>Controversies</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>454</td>
<td>Symposium</td>
<td>University-Community Collaborations in Evaluation of Programs for</td>
</tr>
<tr>
<td>Kennedy</td>
<td></td>
<td></td>
<td>Youth and Families</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>458</td>
<td>Symposium</td>
<td>Valuing, Measuring, Interpreting</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Event Type</td>
<td>Title</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Library Addition G35</td>
<td>Symposium</td>
<td>Systems of Care and Community Psychology</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Library 135</td>
<td>Symposium</td>
<td>Listening to Voices in Silencing Contexts</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Science LH1</td>
<td>Roundtable</td>
<td>The Role of Master's Training in Community Psychology</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Science LH3</td>
<td>Workshop</td>
<td>Partner Violence: A Community-Wide Professional Response</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Sininger 100</td>
<td>Roundtable</td>
<td>Balancing Student, Faculty, and Community Voice(s) in Community Based Research</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Sininger 202</td>
<td>Roundtable</td>
<td>Mapping the Many Lineages in the Field of Community Psychology</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Sininger 204</td>
<td>Roundtable</td>
<td>Uses and Limits of Sharing Data in Partnerships</td>
</tr>
<tr>
<td>9:00-10:00AM</td>
<td>Sininger 205</td>
<td>Roundtable</td>
<td>The Role of Master's Training in Community Psychology</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Kennedy</td>
<td>Symposium</td>
<td>Nurturing Strengths: Socialization, Resilience, and Empowerment Among Youth of Color</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Library Addition G35</td>
<td>Innovative Session</td>
<td>Meeting the Las Vegas Community: A Series of Community Dialogues</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Library 135</td>
<td>Town Meeting</td>
<td>The Trailblazing Women of Community Psychology</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Science LH1</td>
<td>Symposium</td>
<td>Partnerships Between Universities and Low-Income Communities: Lessons Learned</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Science LH3</td>
<td>Symposium</td>
<td>Women’s Use of Aggression in Intimate Relationships</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Sininger 100</td>
<td>Symposium</td>
<td>Juvenile Justice: Systemic Dilemmas and Responses</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Sininger 201</td>
<td>Innovative Session</td>
<td>The Chicago Dinners: Creating Context for Change</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Sininger 202</td>
<td>Roundtable</td>
<td>Identity Politics in Collaborative Community-based Research</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Sininger 204</td>
<td>Innovative Session</td>
<td>Mental Health Auditing the 9th SCRA Biennial Conference –Review of Findings</td>
</tr>
<tr>
<td>10:15-11:30AM</td>
<td>Sininger 205</td>
<td>Roundtable</td>
<td>Methods of Promoting Social Justice and Empowerment of Minority Communities</td>
</tr>
<tr>
<td>11:45-12:45PM</td>
<td>Ilfeld Auditorium</td>
<td>Special Event</td>
<td>Closing Plenary</td>
</tr>
<tr>
<td>5:00PM</td>
<td>Special Event</td>
<td>International Dinner</td>
<td>Toshi Sasao and Paul Toro</td>
</tr>
</tbody>
</table>
WEDNESDAY, JUNE 4

WED 1:00PM-2:00PM Burris 129

| [1] Approaching Diversity with Human Dignity in Mind |
| E. SHIPUNIN1, C. AYALA-ALCANTAR2, J. GOODKIND3, A. WOLF4 |
| 1Kenyon College, Gambier, Ohio; 2California State University, Northridge, Northridge, California; 3California State University, Hayward, Hayward, California; 4National Council on Crime and Delinquency, Oakland, California |

Overview

From the academy to the social service arena, we have come to realize the importance of attending to diversity and multicultural issues. However, when put into practice, the work of psychologists around these issues often neglects the human dignity, or intrinsic human worth, of the individuals involved. For instance, the practice of 'colorblindness' when dealing with students or research participants; the creation of hierarchies which place service providers, researchers, or professors in the role of 'expert'; or the grouping of diverse individuals into neat categories, can contribute to the dehumanization of those involved. This dehumanization counteracts the 'good intentions' with which most work in the multicultural domain is conducted, because individuals whose basic human dignity is denied are more likely to feel depressed, disempowered, and angry. In contrast, individuals whose human dignity is recognized through expressions of genuine respect, appreciation of their individuality, and acknowledgment of their autonomy, are more likely to feel empowered, and valued. This roundtable presentation explores ways of approaching diversity with human dignity in mind, utilizing examples from work with homeless families, teacher candidates, refugees, and parent support groups.

WED 1:00PM-2:00PM Library 135

| E. THOMAS1, A. MULVEY2, V. MCARTHUR3, T. GRIFFIN4 |
| 1University of Washington, Bothell, Bothell, WA; 2University of Massachusetts Lowell, Lowell, MA; 3Springfield College, Springfield, MA; 4Joe's Movement Emporium, Mt. Ranier, MD |

Overview

Discussion facilitators will draw upon diverse experiences working with students in and outside of the classroom to explore the role of the arts in community-building and progressive social change efforts. A growing number of educators are committed to teaching and learning that involves students in meaningful, community-based practice. Yet this practice is often understood by students as volunteer work or as service learning. We have found that collaborative work with stakeholders in the visual and performing arts “upsets” traditional volunteer expectations and relationships as it raises questions about what it means to help, who is being helped, and how problems are defined. In sharing our experiences and samples of work with students (i.e., syllabi and class projects), we hope to lay a groundwork for the following questions: How do community-based art experiences impact students’ understandings of themselves and those with whom they work? How does this work compare to more traditional volunteer activities? How do we work effectively with students to build ongoing, creative partnerships between colleges, schools, and community organizations?

WED 1:00PM-2:00PM Science LH1

| [64] Logic Models and Non-profit Organizations |
| B. GUZMAN1, C. VILLANUEVA2, E. ALVARADO3, E. AMAYA-FERNANDEZ4 |

Overview

Our discussion will focus on the process of creating a logic model for a prevention program targeting HIV/AIDS. The AHORA! Project is a program that promotes the use of youth leadership to create community mobilizing. The National Latina Health Network (NLHN) funded Denver Colorado, La Puente and East Los Angeles California, Wichita Kansas, New Orleans Louisiana, and Hidalgo County Texas. These cities are demographically and geographically varied and therefore creating an evaluation plan that can capture the richness in programmatic activities can be a large endeavor. One of the points we will discuss is how evaluators and national NPO’s communicate effectively with each other considering the geographic locations of all the individuals involved in the programming. In our case the NLHN is located in Washington DC, the evaluation team is located in California and all the service sites are located throughout the United States. We will provide some guidelines on how to create logic model training that is appropriate for use with different levels of staffing from front-line workers to program managers to executive directors. Finally we discuss how logic models help program staff’s focus on a common understanding of the intended outcomes of the program.

WED 1:00PM-2:00PM Science LH3

| [6] Promoting Psycho-Political Wellness: Youth as Agents of Social Change |
| L. PHILLIPSTESSY1, D. FOX2, J. MORELLO3, J. HENRIKSON4, R. WATTS5, N. HARRE5 |
| 1Vanderbilt University, Nashville, Tennessee; 2University of Illinois at Springfield, Springfield, Illinois; 3Victoria University, Melbourne, Victoria; 4Georgia State University, Atlanta, Georgia; 5University of Auckland, Auckland, New Zealand |

Overview

Wellness entails the satisfaction of psychological and political needs at the personal, interpersonal and...
collective levels. For wellness to emerge, psychological and political needs have to be satisfied. Psychological needs include a sense of control, a positive self-image, and supportive relationships. Political needs, in turn, refer to a fair and equitable distribution of resources, respect for diversity, and human rights. Youth have an important role in promoting psycho-political wellness for themselves and others. Panel members will elaborate on the concept of psycho-political wellness and will present research related to socio-political development, youth volunteerism, and social action with youth in Australia, New Zealand/Aoteroa and the United States.

J. Morillo
1Victoria University, Melbourne, Victoria University

Social Action with Youth is about youth having a SAY in the community. Young people can be empowered to use their youthful passions to work as a group to improve their local community, and thereby improve their personal, relational and collective wellness. The researcher is working with groups of young people to encourage them to express their passions and interests in life, and use their passions to engage in positive activities to improve their local community. The researcher encourages the youth in guided group discussions to become critically aware of the problems in their local community and discover ways to actively and creatively become problem solvers together. The participants are encouraged to link up with local community services to work together to promote social change. The researcher, along with other youth leaders, assists the youth to actively plan and carry out social actions of their choice in the local community. The young people themselves are documenting their social actions in order to produce a Handbook for Social Change for other youth groups. The presentation will document empowering processes and outcomes deriving from this multi-site action research project.

[8] Socialize or Social Lies: Psycho-Political Education for Wellness
I. Preble-Tenksy, D. Fox
1Vanderbilt University, Nashville, Tennessee; 2University of Illinois, Sangamon, Illinois

Psycho-political wellness refers to a positive state of affairs, brought about by the satisfaction of psychological and political needs of individuals and communities. Psycho-political wellness flows from the satisfaction of personal, interpersonal and collective needs of single people and collectives alike. Personal needs include a sense of control, mastery, self-esteem and optimism. Interpersonal needs include social support, attachment, bonding and a sense of belonging. Collective needs, in turn, include access to health and educational services, equitable distribution of resources, and the presence of bridging and bonding social capital. The process of socialization undermines people’s ability to perceive wellness in psychological and political terms at the same time. As a result, we are led to believe that wellness is primarily about personal empowerment and economic wealth, thereby neglecting the crucial role played by interpersonal factors such as respect for diversity and collective factors such as social justice. In this presentation we will describe the main features of psycho-political wellness and identify social lies that diminish a holistic notion of wellness. The presentation will point to the main educational messages needed to undermine social lies and promote processes of socialization that balance personal, interpersonal and collective wellness at the same time.

[9] Sense of the Competent Community
J. Henriksen
1Vanderbilt University, Nashville, Tennessee

Sense of community has long been identified as an overarching value of community psychology. However, we have yet to integrate an interpersonal sense of community theory with other core values, including personal diversity and collective justice. In this presentation I will share ethnographic data concerning diversity, justice, and sense of community within a sixth grade class. The data suggest directions for a psychopolitically-sensitive sense of community model.

[10] Sociopolitical Development with African American Youth: Research and Action
R. Watts
1Georgia State University, Atlanta, Georgia

This contribution to the symposium will examine the interface between research and action (practice) in the area of sociopolitical development. Sociopolitical development is the process by which people gain an understanding of their life experiences, social condition and status in historical context along with the social forces that contribute to their circumstances. The capacity to act to change these conditions in the interest of social justice is also part of the theory. The discussion will begin with ideas gleaned from basic research on the topic, followed by perspectives gained from the sobering realities of program development in oppressed communities. The basic research stems from interviews of young African American community and social activists in three major U.S. metropolitan areas. This work lead to a revision and extension of previous sociopolitical development theory. My applied work has been with teenagers of African descent, mostly young men, and some of the challenges to be discussed are (1) making sociopolitical development fun (2) creating a safe and affirming environment for intellectual risk-taking, (3) insuring that the personal and psychosocial development needs of the youngsters the attended to so that they can become engaged in sociopolitical issues.

N. Harris
1University of Auckland, Auckland

Identity projects are consciously motivated networks of activities and goals that structure our lives and create our sense of who we are. The extent to which we take up particular projects depends on the social structure, significant other people, available
resources, personal characteristics and our values and self-concept. Once engaged in a project, we constantly monitor the extent to which it meets our basic needs for belonging, competence and meaning, and in our efforts to live a good life adjust or abandon projects that fail to enhance at least one of these needs. Contrary to the popular image of youth as characterized by egocentrism and self-indulgence, many young people burn with a desire to save the world, or at least a small corner of it. This presentation reviews the growing literature on the psychological impact on youth of making a contribution and suggests that identity projects with this focus are likely to help fulfill needs for belonging, competence and, in particular, meaning. Suggestions for how high school and tertiary educators can create the conditions that encourage young people to take up making a contribution projects will be given.

WED 1:00PM-2:00PM Sinner 100

[12] Exploring Dimensions of Violence Against Women in an Incarcerated Sample

M. Bliss1, S. Smith1, J. Raiford1
1Georgia State University, Atlanta, Georgia

Research using incarcerated women provides a unique opportunity to investigate issues regarding violence against women due to high prevalence rates of experiencing trauma and, specifically, intimate partner violence. Most women strategically respond to abuse in ways that may be differentially explained by ecological factors. However, many women are influenced by their abusive partners to engage in criminal activity. This symposium explores these issues with three presentations drawing from a randomly selected sample of 400 incarcerated women from a Georgia prison. Implications will be discussed in terms of system responses and prevention.

[13] The Prevalence of Trauma in a Random Sample of Incarcerated Women

C. Posner1, S. Smith1, J. Raiford1
1Georgia State University, Atlanta, Georgia

Currently, the role of trauma in women’s criminal involvement is not clear. A preliminary step towards achieving this understanding is assessing the nature and scope of traumatic life experiences among incarcerated women. This paper documents the self-reports of 21 traumatic events assessed by the Traumatic Life Events Questionnaire (TLE) in a random sample of 402 incarcerated women. Chi-squared analyses showed significant differences for various traumatic events across age, race, marital status, and the experience of homelessness. Results suggest the importance of including homelessness in the assessment of traumatic life events in studies of incarcerated women. Additionally, findings from this study can aid the efforts of corrections professionals to develop relevant programs for women in prison.

[14] An Ecological Model of Women’s Strategic Responses to Abuse

M. Bliss1
1Georgia State University, Atlanta, Georgia

Although society often believes otherwise, most women who experience intimate partner violence actively strategize to prevent abuse and protect themselves. Women’s strategic responses to violence have been conceptually defined into six categories: Formal and informal networks, resisting, placating, safety plans, and legal. This study proposes an ecological model to explain women’s differential strategic responses to partner violence. The model consists of five levels: demographics, childhood, individual, relationship and family, and community. Data is collected from an incarcerated sample of 347 women who experienced abuse from their most recent partner. Hierarchical multiple regression analyses examine the extent to which factor's across a woman’s ecology explain strategic responses to violence. Results will be discussed with respect to the nature of this sample - incarcerated women. Study implications include demonstrating that women actively respond to abuse in multiple ways and that multidimensional aspects of their ecology differentially predict strategic response.

[15] Investigating the Relation Between Female Incarceration and Partner Violence

S. Lassiter1, S. Cook1, P. Nolton1, A. Adams1
1Georgia State University, Atlanta, Georgia

Since 1980, the number of female inmates in U.S. prisons has increased more than 500%. In Georgia, a woman’s likelihood of going to prison is two times the national average. To address the rapid growth rate of women in prison and ways to prevent women’s criminal involvement, it is critical to examine factors involved in their incarceration. High numbers of incarcerated women have histories of male intimate partner violence and, although other crimes are decreasing, male violence against women is increasing. Victims of intimate partner violence interact with the criminal justice systems at initial police contact, requests for protective orders, during prosecution, and in regard to their own criminal involvement. This qualitative study investigates incarcerated Georgia women’s experiences of male intimate partner violence and the situational context of their crime. Current charges and the role of male intimate partners in the crime are examined in 400 women’s prison records, their reports to the criminal justice system and in semi-structured interviews. Findings will be discussed in terms of the criminal justice system's responses to victims prior to their incarceration and the influences of male intimate partner violence on women's criminal behavior. Implications for policy and preventive interventions are described.
Communicating on the Death Penalty

T. Ward, C. Ansheles, J. Lusk, J. Montoya
1 New Mexico Highlands University, Las Vegas, New Mexico; 2 New Mexico Coalition to Repeal the Death Penalty, Santa Fe, New Mexico; 3 New Mexico Catholic Conference, Santa Fe, New Mexico

Overview

This Roundtable will explore the complexity of communicating on a controversial topic, such as the death penalty, to various constituencies. While presenting both scientific and non-scientific arguments to legislators, community leaders, the public, and to individuals with supportive views, unexpected problems and controversies emerged that presented significant challenges to being heard by all sides and to achieving our goals. As a founding member of the New Mexico Coalition to Repeal the Death Penalty, opposition came from the most unexpected sources, including significant disagreements over strategy, alternatives, and goals among different members of the coalition’s steering committee. Despite these difficulties, the coalition was ultimately able to introduce legislation to repeal the death penalty, failing by only one vote, in just four years. The discussion will focus on how to overcome both exterior and interior barriers to goal attainment in a community action coalition. It is hoped that the issues and challenges experienced in developing this grassroots movement will be an aid in developing successful coalitions addressing other controversial social issues.

Facilitating CBR with Faculty & Students from Multiple Disciplines

D. Cooke, J. Willis, T. Torreme
1 Georgetown University, Washington, District of Columbia; 2 Princeton University, Princeton, New Jersey

Overview

The growing acceptance of community-based research (CBR) as a means for teaching and learning in higher education will be addressed in this discussion. The presenters will share their experiences creating institutional structures on university campuses that underlie successful implementation of this pedagogy while ensuring quality research that is useful to the collaborating organizations and the communities they serve. From our perspective CBR has much in common with Participatory Action Research, Action Research, and Empowerment Evaluation. The multi-layered process through which a community research need is translated into an academic research question and carried out through collaborative research projects in one or more disciplines will be detailed. Examples from our work in Princeton, Trenton, and Washington, D.C. will illustrate the roles and interactions of students, faculty, college administrators, and community partners at key decision points in research projects. This brief overview will lead to a discussion of how faculty can include both undergraduate and graduate students in their community-based research efforts, and the formidable challenges involved in this work, including power inequities, rewards and incentives, ensuring quality, relationship-building, and moving from research to action.

Fostering Family Involvement in Evaluation: A Training Program and Outcomes

J. Salt, E. Slaton
1 Center for Disabilities Studies, University of Delaware, Newark, Delaware; 2 Federation of Families for Children’s Mental Health, Alexandria, VA

The Federation of Families for Children’s Mental Health offers a three-part training to develop program evaluation skills and knowledge for parents of children with mental health and other issues. Such a training was recently held for a group of Delaware parents. Efforts have begun to build relationships between participants and local evaluators to provide opportunities to continue learning and gain hands-on evaluation experience. This symposium will present an overview of the training and discuss the insights and experiences of participants since graduation.

Facilitating CBR with Faculty & Students from Multiple Disciplines

D. Cooke, J. Willis, T. Torreme
1 Georgetown University, Washington, District of Columbia; 2 Princeton University, Princeton, New Jersey

Overview

The growing acceptance of community-based research (CBR) as a means for teaching and learning in higher education will be addressed in this discussion. The presenters will share their experiences creating institutional structures on university campuses that underlie successful implementation of this pedagogy while ensuring quality research that is useful to the collaborating organizations and the communities they serve. From our perspective CBR has much in common with Participatory Action Research, Action Research, and Empowerment Evaluation. The multi-layered process through which a community research need is translated into an academic research question and carried out through collaborative research projects in one or more disciplines will be detailed. Examples from our work in Princeton, Trenton, and Washington, D.C. will illustrate the roles and interactions of students, faculty, college administrators, and community partners at key decision points in research projects. This brief overview will lead to a discussion of how faculty can include both undergraduate and graduate students in their community-based research efforts, and the formidable challenges involved in this work, including power inequities, rewards and incentives, ensuring quality, relationship-building, and moving from research to action.
“Okay, the training is over, so now what?”:
Grantees’ Experiences and Insights
T. Graduates (TPH)1, K. Parker2, J. Salter3
1Delaware Federation of Families, Newark, DE; 2Center for
Community Research and Service, University of Delaware,
Newark, DE; 3Center for Disabilities Studies, Newark, DE

Discussants: E. Slaton, Federation of Families for
Children’s Mental Health, L. Cooksey, Center for
Community Research and Service, University of Delaware

This part of the symposium will focus on the
insights and experiences of graduates. Opportunities
for graduates to continue their learning and to
participate in on-going evaluations were developed
and offered after the October training. Expressed
interest in such opportunities was high at the end of
the October training, and it was expected that a high
percentage of graduates would participate in at least
one set of these activities. This part of the symposium
will outline these opportunities and focus on the
experiences of graduates as they have gotten involved
in actual evaluation projects and/or have engaged in
advocacy activities. One or two parents will share
their experiences and insights. Ways other parents
have continued their learning and been involved in
evaluation activities will also be highlighted.

WED 2:15PM-3:30PM Burris 129

[21] Mentoring in Community Interventions: Issues and
Examples
G. Kuperminc1
1Georgia State University, Atlanta, Georgia
Discussants: B. Sanchez, University of Illinois at Chicago

This session will explore the use of mentoring in
community interventions. Four papers will describe
projects that differ in: 1) stage of program
development; 2) models of mentoring; and 3) rationales
for employing mentoring. Each paper will
address these dimensions and include evaluation data.
Following presentations, an open-ended format will be
used to engage authors, discussants, and audience
members in discussion of focal questions regarding
definitions and variants of mentoring, advantages and
drawbacks, assumptions about the populations of
interest and their need for mentoring, and mentoring
as a strengths-based vs. deficit oriented approach.

[22] Youth as Cultural Resources: The Youth
Development Program
R. Block-Lapidus1, D. House1, G. Kuperminc1
1Georgia State University, Atlanta, Georgia

The Youth Development Program is a group
mentoring program in which undergraduates mentor
high school students from one of the most ethnically
diverse schools in Georgia. Seidman and Rappaport’s
(1974) “educational pyramid” inspired the
organization and training philosophy, such that the
resources of a small number of professionals are
maximized to serve a relatively large number of
“clients” through a vertical supervision model
involving faculty, graduate, undergraduate, and high
school students. Mentors first take an interpersonal
behavior course, undergo several hours of pre-training,
and then receive two hours of group supervision each
week. Participants are recruited through teacher
recommendations and matched to mentors’ interests.
A manual is provided to assist mentors in developing
possible group activities during weekly meetings, but
emphasis is placed on the relationships among the
mentor and protégés. A quasi-experimental
evaluation, now in its 2nd year, will include a sample
of approximately 60 mentoring group participants
nested in 12 groups and 60 comparison participants.
Preliminary results suggest that participants (N=34)
experience decreases in psychological distress and
problem behaviors. While all groups reported positive
quality of relationship with mentors, participants in
groups that lasted two semesters reported a higher
sense of group belonging than groups that lasted only
1 semester.

[23] Making it Real (and Believable): Mentoring
Undergraduate African American Women
L. Jackson1, A. Hill1, N. Kongho1, T. Roberts1, M.
Rhodes1, C. Thomas1, D. Murdock1
1Georgia State University, Atlanta, GA

This panel will explore the topic of mentoring
African American college student’s in an organized
program to aid their acceptance into graduate
programs in psychology. The Minority Access to
Psychology (MAP) program is such a program in its
second year at a large urban southern state university.
The MAP program has fourteen African American
undergraduates mentoring each other. These students
are also paired with graduate students of color in
psychology and faculty projects to enhance their
relational and research skills. The majority of students
in this program are African American women. The
dearth of research on mentoring relationships and its
effects on African American women begs for the
exploration of a model that will address their
interpersonal and educational needs. This panel will
explore the literature on mentoring programs for
women and women of color. The panel will evaluate
specific models and strategies from the literature using
mentoring as a tool. Issues specific to African
American women will be put forth using qualitative
data from the MAP program describing students’
perceptions of their social isolation, racial climate of
the campus, and readiness for graduate school.

as a Neighborhood Resource
O. Guissous1
1Georgia State University, Atlanta, GA

The Reynoldstown Youth Force (RYF) is a
neighborhood-based program created by GSU faculty
and students in collaboration with a local community
development corporation. We undertook this initiative
in response to the lack of opportunities available to the
urban, low-income African American teenagers in the
area to become involved in their community. This
program was developed by drawing on the literature of
sociopolitical development, media literacy, liberation
psychology and African American cultural/racial
socialization. It seeks to mobilize adolescents as a
resource for the neighborhood through the
development of youth-led projects, the promotion of
adolescent systems thinking, and the advancement of a
local culture that views youth as a fundamental and
necessary asset. An individual mentoring component was added to RYF in response to a set of challenges that arose within the group setting. Its purpose is to offer personalized support to each participant who desires it, while creating additional opportunities for co-empowerment. This panel will discuss the potential for one-on-one mentoring as a complement to sociopolitical youth programming and group mentoring. Preliminary evaluation data from both the group and individual mentoring components will be presented and discussed as well.

L. SECRET1, J. FOSTER1, K. BROOKFIELD1, T. DICKENS1, P. NILOLO2, J. EMERSON3, G. KUPERMINC4
1Georgia State University, Atlanta, Georgia; 2Georgia State University, Atlanta, GA
Cool Girls, Inc. works with girls (ages 8-14) from economically disadvantaged neighborhoods to increase: 1) decision-making skills, 2) academic achievement, 3) wellness and physical activity, and 4) knowledge of life opportunities. Mentors, called Cool Sisters, commit to making a difference in their proteges’ lives for a minimum of one year by developing a relationship that allows them to monitor academic progress and personal development. Evaluation data show that girls rated the relationship with their mentor positively in terms of companionship, trust, and potential for lasting. Girls described their Cool Sister as being similar to an older sister who takes them places and spends time with them. Cool Sisters provide a safe place to talk about topics of concern (e.g., family/peer relationships, school) and expose the girls to a variety of opportunities to learn and experience new things (e.g., field trips to museums, teaching about different cultures). Cool Sisters also reinforce what the girls learn in Cool Girls and help with homework.

WED 2:15PM-3:30PM Kennedy

[26] Culture, Peers, and Delinquency
C. O'DONNELL1
1University of Hawaii, Honolulu, Hawaii
Studies of the effects of culture, peers, and gender on juvenile delinquency are presented and discussed within the perspective of a community-peer model of delinquency.

[27] Delinquency: Culture and Community, Person and Society, Theory and Research
R. THARP1
1University of California, Santa Cruz, California
Studies of juvenile delinquency that incorporate concepts of culture, community, social organization, socialization and gender are rare. This collection of such papers, each concerned with delinquency in the several cultures of Hawaii, examines the interplay of historical, traditional culture with contemporary youth culture, the relationship between individual outcome and community disorganization, and peer relationships conditioned by gender. These complexities are discussed in the light of the community-peer model (that delinquency develops through activity with similar peers, in settings lacking adult supervision), and in terms of cultural-historical-activity theory, an approach that enables integration of those concepts into an understanding of the etiology, prevention and treatment of delinquency.

[28] The Effects of Cultural Differences on Peer Group Relationships
J. ACOSTA1
1University of Hawaii, Honolulu, Hawaii
The goal of this study was to gain insight into the relationship between culture, peer group relationships, and delinquency. American youth with different ethnic/racial cultural roots were compared to see if their different traditional cultural roots affect their peer relationships or if these relationships are sufficiently similar to be considered within a common youth culture. Caucasian, South Asian (Filipino), East Asian (Japanese, Chinese), and Polynesian (Hawaiian, Samoan) adolescents were surveyed to assess their ethnocultural identity, peer attachment, peer influence, and peer group activities. In order to capture the full spectrum of peer experiences, youth also participated in focus groups and interviews. The results suggested that certain types of activities are more closely linked with delinquent behavior, rather than specific aspects of peer group relations. Cultural group differences were not manifest in peer group relationships. Therefore, these findings suggest the importance of youth culture rather than traditional culture as a protective or degenerative factor in delinquent behavior. Further research on the role of youth culture and peer groups in delinquent behavior is needed because of the theoretical and practical implications for prevention and intervention programs.

[29] Vietnamese Youth Gangs in Honolulu
N. THAI1
1University of Hawaii, Honolulu, Hawaii
Traditional theories of the connection between immigrant youth and gangs have pointed towards the generation gap, communication barriers, and poverty as some factors for gang involvement. However, these theories have not been sufficient in explaining why some immigrant youth are not in gangs. Therefore, data will be presented on Vietnamese youth gangs in Honolulu and the factors contributing to Vietnamese delinquency and youth gang participation. In addition to archival data, twenty-six ethnographic interviews were conducted with agency, school, police, Vietnamese adults, and Vietnamese youth. Results suggest that though the content of the delinquency model is different for immigrant and non-immigrant youth, the process is the same. Problems in the home, school, or neighborhood facilitate contact with delinquent youth and association with delinquent peers increases the likelihood for delinquency and gang involvement. Therefore, participation in youth gangs depends on peer relationships. This finding is congruent with the perceptions of youth, while adults appear less aware of the effects of peer relationships among youth. Thus, the differences between the youth and adults suggest that the realities of perception vary according to context. Implications for prevention will be explored in relation to activity setting theory.
Juvenile Delinquency: Peer Influences, Gender Differences and Prevention

R. Galarvy

Previous research exploring the formation and influence of peer relationships on female and male delinquency has found a strong connection between friendships with antisocial peers and involvement in delinquent activity. Although there has been a substantial amount of research conducted exploring these relationships, the overwhelming majority of data has focused on male adolescents. This presentation will examine data collected from a qualitative study, which enabled a comparison to be drawn between genders concerning the influence of peer relationships and other possible factors contributing to delinquent behavior. Information was obtained through interviews with both male and female incarcerated juvenile offenders. The study was designed to address deficits in research previously conducted in this area. Specifically, this study 1) obtained information concerning both the influence of deviant peers on male and female juvenile criminal behavior and gender differences in the factors that influence adolescents to become involved in delinquent activities, 2) enabled for a comparison between male and female offenders pertaining to peer influences and the impact that different relationship formation styles have on delinquent offending, and 3) provided implications that may assist in the development of effective, gender sensitive, intervention and prevention programs.

Culture, Peers, and Delinquency: Implications for the Community-Peer Model

C. O'Donnell

A community-peer model of delinquency shows how family, school, and neighborhood variables affect adolescent peers groups, which then affect the likelihood of juvenile delinquency. The findings on culture and gender presented in the studies in this symposium are discussed in relation to this model. Overall, the findings support the community-peer model for males across the various cultural groups. Incarcerated females, however, attributed their delinquency more to family than to peers. Additional research is needed to clarify this difference. Implications for assessment, prevention, and intervention are discussed.

Culture, Peers, and Delinquency: Comments

K. Shimazu

In the role of discussant, comments are offered on the presentations in this symposium on Culture, Peers, and Delinquency.
approach that achieves both aims. It involves the formulation of issues and conflicts as a paradox that can be resolved using win/win strategies. McMillan and Hutton have been looking at the ground breaking mathematical approach to networks of Barabasi (2002). He outlined laws that cover a variety of networks from the internet to transportation. This provides a simple, elegant and precise definition of community which we can build upon. Sonn’s experience with cultural community development provides an expansion of the conceptualisation of community through the integration of cultural issues. He explores community change processes which privilege other forms of knowing (e.g., art, music, and dance) and emphasises the importance of tacit community knowledge and resources for community building. Bishop will bring experiences of rural community change and will propose understandings of community based on resource networking and paradoxes.

WED 2:15PM-3:30PM Science LH3

[35] Reducing the Risks Associated with Substance Abuse and HIV Infection Among African American Adolescents
R. Lewis 1, M. Redmond, M.S. 1, A. Puschel 1, M. Edwards 1, E. Ablah 1, M. Zimmerman 2, G. Harper 3
1Wichita State University, Wichita, Kansas 2University of Michigan, Ann Arbor, Michigan 3DePaul University, Chicago, Illinois

This symposium will discuss two projects designed to reduce the risks associated with substance abuse and HIV infection among African American youth aged 12-19. First, the community-based partnership will be outlined. Second, a discussion of the Risk Reduction Project will be described. This project has two components a five-hour HIV/AIDS and substance abuse prevention model and a media component. Third, the Youth Empowerment Project will be discussed. This project outlines two components a five-hour substance abuse and HIV/AIDS prevention program targeted to youth and their parents. Fourth, the results from both projects will be presented. Fifth, challenges and lessons learned will be outlined. Sixth, two discussants Dr. Marc Zimmerman and Dr. Gary Harper will provide insights and suggestions for future research projects.

[36] Preliminary Findings From the Risk Reduction Project
M. Redmond, M.S. 1, R. Lewis 1
1Wichita State University, Wichita, Kansas

This report is on the preliminary results of the Risk Reduction Project being implemented in Wichita, Kansas (pop. 452,589). The Risk Reduction Project is a federally funded grant project designed to reduce the risk behaviors of African American adolescents aged 12-19 through an initial substance abuse and HIV/AIDS prevention training session, and additional follow-up sessions (3,6, 12). The results for substance use indicate the following: 74% of the youth reported no alcohol use in the past 30 days, 76% reported no marijuana use, 84% reported no cocaine/crack use, and 76% reported no illegal drug use at baseline. At the 3 month follow-up 64% reported no alcohol use, 79% no cocaine/crack use, 63% reported no marijuana use and 65% no other illegal drug use. Overall drug use did not appear to increase significantly compared to baseline reports. At baseline approximately on 45% reported being sexually active suggesting that the majority of African American adolescents were not having sex. Overall the results are encouraging that although drug use might increase slightly at 3 months the increase is not statistically significant. Limitations and future research questions will be discussed.

[37] Overview of the Youth Empowerment Project
A. Puschel 1, R. Lewis 1
1Wichita State University, Wichita, Kansas

The purpose of the Youth Empowerment Project is to reduce the risks associated with substance abuse and early sexual activity among African American adolescents. The study uses a pretest posttest control group design with long-term follow-up. Approximately 150 youth, 12-17 years of age and their parents participate each year. Youth are randomly assigned and stratified by age and gender to either an intervention or comparison group. The intervention group receives intense substance abuse and HIV/AIDS prevention information (Be Proud, Be Responsible Curriculum and SMART Leaders). The comparison group receives general health education. Parents are assigned to an education session that corresponds to their child's group. Youth participants receive a $100 dollar stipend over the course of the year and parents also receive a $100 stipend to participate. Lessons learned and limitations will be discussed.

[38] Preliminary Results from the Youth Empowerment Project
E. Ablah 1, R. Lewis 1
1Wichita State University, Wichita, Kansas

This presentation will discuss the preliminary findings from the Youth Empowerment project conducted in Wichita, Kansas. The purpose of this federally funded project is to reduce the risks associated with substance abuse and HIV infection among African American adolescents aged 12-17 and in addition to educate their parents about how to communicate with them about the dangers of drugs and unprotected sex. Results from the youth show that at baseline 86% did not use marijuana, 88% did not use alcohol, 100% did not use ecstasy or pcp, 89% did not smoke cigarettes and 60% never used alcohol. Seventy-seven percent of adults reported no alcohol use, and 95% reported no marijuana use. No parent reported using heroine, cocaine, ecstasy, pcp or inhalants. Overall drug use among adolescents and adults is relatively low compared to national data. Limitations and future research questions will be discussed.
Emerging Issues in the Community Response to Domestic Violence
N. Allen
1University of Illinois at Urbana-Champaign, Champaign, Illinois

In the past decade there has been an increasing emphasis on creating coordinated and culturally-competent community responses to domestic violence. Typically, such efforts involve the promotion of systematic reforms and coordination across a variety of community systems including human service, healthcare, and criminal justice. This symposium explores emerging issues in the creation of an effective community response including attention to survivors' subjective experiences with formal helping sources, issues of cultural competence across systems and the challenges and benefits of fostering coordinated efforts.

The Role of Community Response in Intimate Partner Femicide
K. Watt
1University of Illinois at Urbana-Champaign, Champaign, IL

Intimate partner femicide is a serious international problem. Studies in North America, Britain, and Australia reveal that in any given year between 30-60% of all women victims of homicides are killed by an intimate partner or ex-partner. Tragically, the results of fatality reviews indicate that in the vast majority of cases, femicides may have been preventable occurrences, given that family members, friends, co-workers, neighbours, or agencies were aware of serious problems in the victim-offender relationship. This paper will examine the role that community services played in responding to domestic violence in 13 cases of femicide from British Columbia, Canada. The type, nature, and duration of contact that women had with community services prior to their murder will be discussed, as well as the response of the service agencies to this contact. In light of these cases, the implications for community risk assessment and safety planning, for the development of a coordinated community response (e.g., fatality review), and for changing policies and procedures for improving community response to intimate partner violence will be discussed.

Exploring Survivors' Navigation of the Community Response: Pathways to Safety?
N. Allen1, K. Watt2, A. Lehrner3, J. Trotter3, A. Reid5, M. Radek5
1University of Illinois at Urbana-Champaign, Champaign, Illinois; 2University of Illinois at Urbana-Champaign, Champaign, IL; 3University of Illinois at Urbana-Champaign, Champaign, IL

Historically, the community response domestic violence has been characterized by inadequate services (Gondolf, 1988; Sullivan, 1991) and a lack of coordination across systems (Hart, 1995). To address these shortcomings, current community response efforts have centered on increasing women’s safety and batterer accountability by coordinating services. Early evaluations and anecdotal evidence suggest that where these efforts exist, greater strides are being made toward creating needed reforms and addressing the issues that arise when responding to violence against women (Allen, 2001; Clark et al., 1996; Edleson, 1991). However, there is still a very limited understanding of the consequences of these changes for women with abusive partners. In fact, in some instances, well-intended reforms (e.g., mandatory arrest policies) have resulted in the revictimization of women (Pence & Shepard, 1999). To better understand the consequences of these reforms, this paper explores findings from a qualitative study of women’s perspectives on how their interactions with various community resources contribute to and/or diminish their safety. This study extends previous research by examining the complex processes and life contexts associated with women’s varied pathways to safety and the role that formal helping sources play in the process. Implications for research and practice will be explored.

Community Responses to African American Survivors
T. Gillum
1Michigan State University, East Lansing, MI

Intimate partner violence is a problem that cuts across all races, cultures and social classes (Coley & Beckett, 1988; Gillum, 2002; Huang & Gunn, 2001; Williams, 1993, 1994). However, there is limited research on intimate partner violence in the African American population and scarce attention given to the experiences and needs of African American women who are survivors (Gillum, 2002; Harrison & Esqueda, 1999; Huang & Gunn, 2001; Thomas, 2000; Williams, 1992, 1993). In the existing literature, researchers have found that many of the services designed to assist survivors of domestic violence take a mainstream, color-blind approach to their interventions (Harrison & Esqueda, 1999; Hampton & Gelles, 1994; Williams, 1992; Williams, 1993). Some believe that as a result, many African-American women are not seeking and/or are not receiving the full benefit of these services due to the cultural insensitivity of service providers (Sorenson, 1996 & White, 1985). This paper will present focus group and interview data from African American survivors, which investigated community responsiveness to their needs. Specifically, participants were asked about their interactions with various services/systems from which a survivor may seek services and what they need from their communities as domestic violence survivors.

Effective Community Responses: The Experience of Immigrants and Refugees
J. Perilla
1Georgia State University, Atlanta, Georgia

What is the role of culture and ethnicity in responding to ethnic minority populations? How does the worldview of recent immigrants to the United States affect the use and effectiveness of services and interventions to end domestic violence? What are the effects of interactions among mainstream service providers and ethnic community agencies and organizations? Utilizing a human rights framework,
this paper will present philosophical and conceptual issues regarding coordinated community responses to individual and families affected by domestic violence in immigrant and refugee communities. Drawing from the experience of her work with survivors, perpetrators, and their children from these communities, the presenter will explore issues such as the role of courts, police, shelters, child protective services, and other formal service providers. In addition, she will discuss the importance of cultural competency as an essential element in coordinated community responses that attempt to address domestic violence as a human rights issue.

WED 2:15PM-3:30PM Sininger 201

[44] Methods for Including Multiple Perspectives in Research with Refugees
J. Goodkind1, Z. Deacon2
1California State University, Hayward, Hayward, CA; 2Michigan State University, East Lansing, MI
Overview
To effectively move from values to action in incorporating diversity into our work, we must design research that allows multiple perspectives to be heard. Many refugees do not have opportunities to speak for themselves. They are often marginalized through their race, class, culture, nationality/legal status, gender, and language differences, thus highlighting the need for increased emphasis on inclusion of refugee voices in research aimed at creating social change.

Furthermore, a particular “refugee community” is often considered a homogenous group in which a specific representative can speak for all members. However, formal leaders in many refugee communities are men, who often do not represent the views/interests of women and people with varying social status. The challenge to conventional social science methodology is large when attempting to be genuinely inclusive of all members within a marginalized group. Drawing upon experience from two studies of refugee well-being aimed at understanding the needs and perspectives of the most marginalized members of two refugee communities: Hmong women from Laos and Muslim women from Afghanistan, Iraq, and countries in Africa, discussion will be facilitated around issues of methodological complexity when conducting research with refugee and other severely underrepresented communities.

WED 2:15PM-3:30PM Sininger 202

[45] Mental Health Auditing the 9th SCRA Biennial Conference
P. Duckett1, S. McKenna2, R. Pratt3
1Manchester Metropolitan University, Manchester, ; 2Stirling University, Stirling, ; 3University College London, London,

The issues we will address in this workshop are riddled with social inequalities fragmented across axes of ethnicity, gender, age, impairment, social-economic group, sexuality and spirituality within both student and staff populations. A summary of this research will be presented to session participants and will be contextualised within statistical profiles of the mental health of staff and students in US, UK and Australian academic institutions. This will provide a rationale for examining the mental health promoting and denoting features of the ecological setting of the conference – an academic institution. Accepting that among the most virulent mental health pathogens in our environment are discriminatory practices based on the pathologisation and demonisation of diversity, the mental health audit will examine ways in which the diversity of conference delegates and potential conference delegates is celebrated throughout the content and process of the conference and reflect upon areas where diversity can be further celebrated in future conference activities. Mental health auditing tools We will engage in a participative learning experience of co-constructing a set of mental health audit tools with which to examine the social, cultural and political spaces in and around the conference that promote psychosocial well-being through celebrating and engaging with diversity. The session will involve the following learning activities: 1) Presentation on mental health issues in higher education and mental health auditing of academic settings 2) An overview of empirical work conducted in the field 3) Co-constructing our own mental health auditing tools for the conference 4) Producing a set of organic audit tools suitable for the context of the conference. Participants will be asked to use these tools throughout their involvement in the conference. The participatory nature of the session will be extended to all conference delegates who will be invited to contribute their views to the audit process. This session will have a companion session on Saturday, at 10:15 to allow participants to review the findings of the audit and plan for their dissemination.
Towards System Transformation: Critical Approaches in Australian Postgraduate Student Research

L. Breen¹, D. Darlaston-Jones¹, J. Pooley¹, L. Andrews¹, S. van der Graaf², S. Stumpers¹, C. Sonn¹, L. Cohen¹, M. O'Connor¹, L. Pike¹, N. Drew²
¹Edith Cowan University, Joondalup, Western Australia; ²University of Western Australia, Crawley, Western Australia

Postgraduate students from Australia will summarise their research and intended outcomes pertaining to the transformation of systems. A critical framework underpins the change within settings and populations as diverse as higher education, schools, supports and services for grief, and young people. By allowing the participants to voice their experiences and opinions, their perspectives and experiences enable us to challenge the normative discourses and the status quo.

Higher Education: Citadel of Learning or Systemic Oppression

D. Darlaston-Jones¹, L. Cohen¹, L. Pike¹
¹Edith Cowan University, Joondalup, Western Australia

If universities are conceptualised as microcosms of society such that they reflect, at a macro level at least, the ideologies of the context in which they are housed, we see at their core a reiteration of the capitalist values of meritocracy, individualism, and consumerism. Universities have been highly successful in recasting students as consumers of education, driven in part by the shift in management theory towards the service model. The School of Psychology at Edith Cowan University has, to some extent, resisted this push and has positioned the psychology programme within a framework of community psychology values: participation, empowerment, and social justice. This presentation analyses the experiences of undergraduate psychology students in terms of this shift in orientation and discusses the implications of adopting a critical pedagogical approach to the teaching of undergraduate psychology programmes.

The School Context: Fostering Wellness for Young Adolescents

J. Pooley¹, L. Breen¹, S. Stumpers¹, L. Cohen¹, L. Pike¹, N. Drew²
¹Edith Cowan University, Joondalup, Western Australia; ²University of Western Australia, Crawley, Western Australia

Recent research suggests that students' classroom engagement, increased academic effort, and subsequent success or failure are not only influenced by individual differences in skills and pre-dispositions, but also by the school context. However, there is a need to further investigate the school context in relation to the well-being of the collective through concepts such as power and control. This research program sought to critically explore young adolescents' perceptions of and experiences within their school context. These findings suggest that there are a number of significant factors in addition to relational aspects within the school context that impact on young adolescents. The qualitative studies offers a 'counter adult-centric' (Prilleltensky, Nelson, & Peirson, 2001) view of young adolescents' experiences within their school. It also illustrates the value in transforming the school context to provide opportunities to experience influence, responsibility, self-determination, and meaningful participation within the school. It is imperative that in the future young adolescents have an integral role in designing programs and interventions to better cater for the needs of students in the school context which in essence is significant for their own psychological wellness.

Community Narratives of Young People: Challenging Systemic Exclusion

S. van der Graaf¹, C. Sonn¹
¹Edith Cowan University, Joondalup, Western Australia

Research into young people's perceptions of exclusion and its impact on their sense of community (SOC) and identity development yielded strong feelings of separation and exclusion from others within their communities. In particular the findings identified that this cohort of young people felt an absence of any respected social role, strong feelings of disempowerment, and strong conflict with what they perceived as the dominant teenage narratives. Interpreted as feeling at a place of inbetweeness, these findings have broad level implications for the social structures and discourses that work to disempower and control young people. The current research aims to explore the issue of exclusion and marginalisation by examining the dominant discourse and community narratives held about the same cohort of young people. In particular the aim is to identify what is the impact this discourse (operating at many systemic levels including state policy, media, and community attitudes) has on the young peoples identity construction, SOC, well-being, and community participation, and how does this work to perpetuate and reinforce the status quo. From here the challenge will be to develop strategies that can ultimately alter the way young people are represented and treated within our communities.

Supports and Services for Grief After Sudden Death

L. Breen¹, M. O'Connor¹, C. Sonn¹
¹Edith Cowan University, Joondalup, Western Australia

Grief occurs within a sociocultural and political context. Grief resulting from crashes has particular features because the deaths are sudden, violent, usually preventable, and ‘hidden’. The assumptions and norms surrounding grief include the notion that grief is a stage-based, temporary illness that we recover from and that continued attachment to the deceased is abnormal, even pathological. My research reassesses these assumptions and norms and suggests that are not relevant for all bereaved individuals. My research suggests that bereaved individuals can experience secondary traumatisation as a result of their family, friends, work colleagues, service providers, and wider community subscribing to and enforcing these norms. In addition, the road safety, insurance, compensation, and legal systems fail to recognise the needs of bereaved people and thus
Getting Started Doing Policy Research

Rationale During a break-time discussion at the 8th Biennial in Atlanta, I was asked by two experienced community psychologists how exactly one did policy research. I used to be taken aback by this question, but I am asked it often enough by colleagues in academe to understand that there are practicing psychologists who wish to become engaged in the policy arena and literally do not know how to begin. The goals for this workshop are decidedly practical. I will assume all participants have a workable theoretical framework for doing community psychology and an adequately diverse methodological toolkit. Instead of teaching theory or methods, the workshop will focus on the development and management of a policy-oriented practice, whether full or part-time. The presentation is geared toward community psychologists with minimal experience with policy research, which will be defined broadly as ranging from supporting legislative advocacy efforts to helping organizations implement recommendations from evaluations. The workshop should be useful both to academicians with an interest in doing some applied work and to practitioners who wish to expand their scope of services. Learning Activities The 2 ½ hour workshop will be built around the following activities: 1. Mini-lectures (approximately 5 minutes each) on the following topics: a. What is policy research? b. Is policy research different than other research? c. How do you engage systems? d. What are the risks and rewards? e. What are the key skills? f. Is it for you and, if so, what are the next steps? 2. Group discussion following each mini-lecture (approximately 5 minutes per topic) 3. Case studies – Each participant will have the opportunity to work in small groups on two different scenarios prepared by the author based on his experiences, one successful and one at best partially successful. The format for these case study exercises will be as follows: a. Instructions (5 minutes) b. Small group discussion and problem-solving (15 minutes) c. Reporting out (5 minutes) d. Outcomes (in which I reveal my actions and the outcome; 5 minutes) The remaining 30 minutes will be consumed by introductions, audience questions, session evaluation and wrapping up. Outcomes 1. Perhaps most importantly, participants will be in a position to decide if they want to try to practice in this area. 2. Participants will gain practical knowledge of how to set out to engage systems that might be interested in contracting with them for policy studies. 3. Participants will have an opportunity to practice problem-solving on policy research problems. 4. Participants will have a list of resources they can use to help them take next steps. Time-Line 0 – 15 minutes Introductions and getting started 16 – 45 minutes Mini-lectures a, b and c (see above list) 46 – 105 minutes Case studies 106 - 135 Mini-lectures d, e, f 136 – 150 minutes Wrapping up

Programs That Aid The Development Of Disadvantaged Children And Adolescents

L. COHEN1, L. PIKE1, J. POOLEY1, D. DARLASTON-JONES1, L. BREEN1, N. DREW1, M. MAASSEN2
1Edith Cowan University, Joondalup; 2University of Western Australia, Perth, Australia.

This symposium provides an opportunity to showcase innovative programs for children and adolescents from socially and economically disadvantaged areas. The programs will highlight how consultation and co-operation can help children and adolescence develop competence, connectedness and result in other salient outcomes such as improved self esteem, improved conflict management skills and a greater respect for diversity. These programs range from early childhood through to late adolescence. They provide examples of grassroots initiative and show the success of collaboration in multidisciplinary teams.

The TALK Program: A Community Based Intervention in an Educational Setting

L. COHEN1, L. PIKE1, J. POOLEY1, D. DARLASTON-JONES1, N. DREW2
1Edith Cowan University, Joondalup; 2University of Western Australia, Perth, Australia.

The TALK program is used in an educational context with young children who are identified as “at risk” in aspects of their development as a result of impoverished home backgrounds or lack of parental involvement. The major principles underpinning the program are (1) young children need exposure to good models of adult conversation and verbal skills if they are to engage with fellow students and school staff in a constructive way; (2) children who are ill-equipped to express themselves through verbal interactions may resort to physical violence, disruptive behaviors or delinquent acts that are not conducive to the development of a sense of belonging to the school, or the fostering of a sense of community within the school. At a local primary school in Perth, Western Australia, many of the children had been identified as “at risk” as the school operates in a low socio-economic, disadvantaged area. The TALK program involved cooperation between the school, Edith Cowan University and community psychology students. The paper will present an overview of the program implementation, key findings from pre and post-program evaluations of the school children’s behaviors as well as insights into the success of the program from staff and community students involved.

The ADD/ADHD ‘Wraparound’ Project: An Inter-Agency Collaboration

L. COHEN1, L. PIKE1, J. POOLEY1
1Edith Cowan University, Joondalup.

ADD/ADHD and its associated challenging behaviors and co-morbidity is one of the most resource intensive and divisive diagnostic conditions...
that presents itself to the medical, social and educational arenas of today. The purpose of this initiative is the early identification and collaborative management of children with ADD/ADHD. The goal is to develop a process that focuses on the whole child - school, family, community, and the student. The project involved collaboration between parents, schools and the sharing of expertise from the health and allied health disciplines at the one site led to greater client compliance and improved educational outcomes for the child. The wraparound model identifies the needs and issues relating to the child, helps access the resources needed to improve compliance and learning outcomes and ensures that family partnerships and community networking are established. The agencies involved also believe that by working collaboratively on a school site such a commitment would ensure improved communication between all stakeholders, reduce error and time-wastage for all involved, be less intrusive and decrease stress for the families of students at severe educational risk. The community will also benefit by less risk-taking by students diagnosed with ADD/ADHD.

[55] Including Young People in Public Spaces: The HYPE Program
L. COHEN1, L. PIKE1, L. BREEN1, D. DARLASTON-JONES1
1Edith Cowan University, Joondalup.

Hillarys Youth Project Enquiries (HYPE) aims to address relations in public space between young people, police, security, and the wider community, to reduce and prevent antisocial behaviour, and enhance the participation of young people in public space. To date, HYPE has been implemented across four sites in Perth, Western Australia. As a result of HYPE, there has been negligible vandalism at the centres, and the police are positive, as is the response from shoppers and retailers. Through HYPE collaborative partnerships between government, business, and the community have been developed and strengthened and mutual respect has been achieved. Clearly there is evidence that an inclusive approach to solving the potential problems has been successful at all four venues. This paper provides an overview of HYPE identifying the steps involved in the development and implementation of the project, summarises the evaluation findings, and discusses recommendations for future programs.

[56] Establishing A Supportive Educational Setting For Young Mothers
L. COHEN1, J. POOLEY1
1Edith Cowan University, Joondalup.

A number of young women are unable to continue with their secondary schooling due to the birth of their child. Aside from the obvious impact on the education and employment potential of these young mothers, these circumstances often leave the mother socially isolated and can lead to depression and a range of serious social problems. The personal impact is great and the community cost is high. A particular suburb in Perth WA has low socioeconomic levels, a high concentration of low cost public housing and a significant number of young people experiencing limited development opportunities from early involvement in parenthood. The parents and infants are highly disadvantaged by their circumstances and are vulnerable to neglect and abuse. This paper describes the establishment of a facility, which provides invaluable assistance to underprivileged young mothers and their children. The facility was established in consultation with the local community and a local high school. A range of specialized educational programs on parenting and child development were developed and taught alongside of the normal curricula. The facility also provides access to a range of support services and facilities, including chaplaincy and pastoral care, career counseling and literacy support.

WED 3:45PM-5:00PM Kennedy

[57] Enhancing Interdisciplinary Collaboration in Community-Based Research
K. MATON1, L. GUTHERREZ2, D. PERKINS3, H. YOSHII4, L. LAGRANGE5, O. TAMIR6
1University of Maryland Baltimore County, Baltimore, Maryland; 2University of Michigan, Ann Arbor, MI; 3Vanderbilt University, Nashville, Tennessee; 4New York University, New York, NY; 5New Mexico Highlands University, Las Vegas, NM

Overview

The compelling social problems of our times require collaborative, interdisciplinary inquiry if substantive progress is to be made. Many barriers have prevented the widespread development of the needed interdisciplinary research and training approaches. To enhance future progress, delineation of the critical factors necessary for successful interdisciplinary work is needed. The proposed session, sponsored by the SCRA Interdivisional Task Force, will contribute to this end, and to the development of a funded conference devoted to this topic in spring, 2004. Members of four interdisciplinary research teams will take part in a roundtable discussion, and audience members encouraged to participate fully in the ensuing dialogue. The following questions will guide the session: 1. What did you learn about creating a setting which allows interdisciplinary work to happen? 2. What facilitates or impedes this kind of work? 3. What impact did the interdisciplinary collaboration have on the question asked, the methods used, and the results obtained? 4. What are the systemic values related to interdisciplinary collaboration where you work, and how do you cope with them? The critical themes and directions for future work generated will be disseminated post-conference to the larger SCRA community.

WED 3:45PM-5:00PM Library 135

[58] Practicing Community Psychology: The Process of Moving from Values to Action
D. JULIAN1, D. FISHMAN2, W. BERKOWITZ3
1Ohio State University, Columbus, OH; 2Rutgers, The State University of New Jersey, New Brunswick, New Jersey; 3University of Massachusetts Lowell, Arlington, Massachusetts

Overview
This 75-minute roundtable, sponsored by the Editorial Board of the “Community Practitioner” will consist of a facilitated session designed to elicit ideas from the audience about what it means to practice community psychology in the current social and political environment. The “Community Practitioner” is a peer-reviewed section of The Community Psychologist that was initiated based on discussions at the last Biennial Conference. Members of a development committee agreed that a peer-reviewed section of The Community Psychologist would provide an important forum to discuss issues related to community practice. In the proposed roundtable, members of the audience will be asked to participate in a structured “brainstorming” session. Each member of the audience will be offered the opportunity to respond to the following question: What does it mean to practice community psychology in today's social and political environment? Ideas will be grouped into themes and disseminated to audience members before the end of the conference. The purpose of this session is to explore varying conceptions of what constitutes the applied practice of community psychology. Note: The Editorial Board would like to schedule a one-hour business meeting following this session.

WED 3:45PM-5:00PM Library Addition G35

[59] International Research Collaboration in Africa
C. Brookins
North Carolina State University, Raleigh, North Carolina

Not only are interactions increasing between US and African scholars, researchers, and activists, but the culture of Africa often readily lends itself to collaborative intervention that can be combined with more western-styled research paradigms. As can be expected, however, this is not without both familiar and unique challenges. This symposium jointly considers both the process and substantive aspects of international research collaboration between community psychologists in Africa and the United States. These presentations focus on research processes—the education and training of students and community members, and the engagement of non-governmental and indigenous organizations in collaborative research and action.

[60] A Conscious Approach to International Community Research
R. Watts, J. Emshoff, A. Moleko
Georgia State University, Atlanta, Georgia; University of Pretoria, Pretoria,

A Conscious Approach to International Community Research. History is littered with examples of well-intentioned but controversial (if not unethical) efforts to conduct international research that crosses major cultural and economic boundaries. One of the most recent examples—a study in the 1990s that used of placebos in randomized medication trials with HIV-infected mothers in Thailand, Africa and the Caribbean that in effect denied the mothers effective treatment. This has spawned debates on the notion of multicultural (i.e., ecologically specific) research ethics. Such breakdowns and dilemmas serve as a reminder of how national differences in resources and social power can shape—and sometimes deform—research that spans the hemispheres. Other considerations in international research range from communication and relationship building across vast distances to cultural differences in work style and institutional priorities. All this makes international research collaboration both daunting and rewarding. In this contribution to the symposium the three action researchers involved in a U.S.–South African collaboration will discuss how they have strived to develop a conscious, proactive approach to managing these challenges and finding common ground based on insights from the community psychology literature on collaboration and human diversity.

[61] Community Psychology in Africa: the Social Action Project (SOCACT)
D. Bryant
Indiana University South Bend, South Bend, Indiana

The process and outcomes are examined for two international projects: the Pioneer Community Library established in Iboland of Nigeria and a cultural exchange with an arts education dance troupe from a Black township in KwaZulu-Natal, South Africa. In both cases a resource network was used to redistribute information and technology from a midwestern community in the USA to the matched international community. All of this is an effort to generate profiles of empowered individuals and collectives within these particular African sociopolitical contexts. Implications for a general framework of strategies for development-oriented non-governmental organizations (NGO’s) are discussed. A synthesis of the natural history model and the generations framework for NGO’s may provide an understanding social change in international settings. The synthesized model also draws the larger global context into the discussion of accountability. Now the new client may be in a completely different nation state as an intervention progresses. The competing allegiances and value structures will expand and require even more careful attention to cultural context and ecological validity.

[62] African-Centered Community Psychology and Traditional Medicine in Ghana
C. Grills
Loyola Marymount University, Los Angeles, California

This presentation will describe the organizing and action research/evaluation support provided to the traditional healers associations in Ghana. Focus will be on the data collected and the politics associated with how oppressive the western paradigm is with respect to health matters, funding and collaboration. Emphasis will be placed on how an Africa-centered community psychology approach complemented the organizing work of the traditional healers and the impact of western hegemony (in Ghana and the US) interfered.
Establishing Community Psychology at the University of Ghana, Legon
C. Brookins1, C. Akotia2
1North Carolina State University, Raleigh, North Carolina; 2University of Ghana, Legon, Accra

Though many organizations, especially non-governmental organizations, may be said to have been practicing the concepts and principles of community psychology in Ghana, there has not been any formal ‘birth’ of the discipline in the country’s Universities until late 1992. This presentation will discuss the establishment of Community Psychology as a formal sub-discipline at the University of Ghana, Legon and the challenges faced in doing so. It will also talk about work with students in the program and how much they have embraced the ideals of Community Psychology. Finally, the paper will examine the prospects and opportunities for the sub-field in Ghana particularly in the light of the changing face of social, economic and political climate in the country.

WED 3:45PM-5:00PM Science LH1

Modeling Psycho-behavioral Components of Epidemics and Other Public Health Problems
R. Levine1, D. Louhsbury2, Michigan State University, East Lansing, MI; 2Memorial Sloan-Kettering Cancer Center, New York, NY

Discussants: B. Rapkin, Memorial Sloan-Kettering Cancer Center

Epidemiologists and public health agents have long used computers to develop models of disease burden for the purpose of informing effective community health policies and interventions (Flanders & Klienbaum, 1995). However, despite the common understanding that the spread of diseases is more than mere biological phenomena (Doka, 1997), most models include neither psychological nor behavioral mechanisms. The implied assumption is that community response is constant and uniform over time for all members of the population. The current symposium includes two examples of epidemiological models that have integrated psycho-behavioral mechanisms. Data collection methods and issues regarding model validity will be discussed.
Using epidemiological data provided by the Michigan Department of Community Health and qualitative, in-depth interview data from a group of ten (N=10) key informants from Michigan’s HIV services community, a model of perceived stigma, complacency, and community [dis]empowerment were studied in relation to the epidemiology of HIV/AIDS in Michigan. The model-building exercise derived a set of five psycho-behavioral mechanisms, or causal processes. These processes were named as follows: (1) the perceived stigma process; (2) the care complacency process; (3) the prevention complacency process; (4) the community empowerment process; and (5) the resource allocation process. To show how psychological and behavioral mechanisms can be incorporated into an epidemiological model, a causal loop diagram of the community empowerment process and its accompanying descriptive narrative will be presented. Simulation output that illustrates the dynamics of this process over a twenty-year time horizon, from the epidemic’s inception (circa 1981) to the present (2003), will also be presented. Initial feedback from Michigan’s HIV services community affirmed that this model provided deeper insight into the phenomena of HIV/AIDS prevention and care. The challenges of gaining the attention of key HIV policymakers and of translating “lessons learned” into concrete interventions in the community will be discussed.
[65] Community Embraces Family: How Young Adults and their Parents Cope With Mental Illness
C. Sten
1Bowling Green State University, Bowling Green, Ohio

Community researchers have approached the problem of mental illness from a variety of levels, studying individuals, mental health delivery systems and informal systems of social support and self-help. We describe an approach to the study of serious mental illness that emphasizes family as a useful level of analysis for conducting community work. Four empirical studies are presented from a longitudinal research project of 48 young adults and their parents coping with serious mental illness. Presentations illustrate the importance of multiple perspectives in describing the context in which families interpret and respond to changes in their lives that result from serious mental illness. Our discussion will focus on how findings from this basic research approach can inform community action and recovery initiatives in mental health.

[66] Personal Strivings and Hopes of Adults and Parents Coping with Mental Illness
L. Mann1, M. Hunt2
1Bowling Green State University, Bowling Green, Ohio; 2Bowling Green State University, Bowling Green,

Researchers suggest that the ability to articulate and progress toward important life goals may be a key aspect of personal well-being. Studies find that the personal strivings of young adults are significantly related to their cognitive, affective and physical well-being. The success and happiness of grown children also plays an important role in parents’ sense of personal identity. Despite studies of goals and strivings in non-distressed samples of young adults, there is little systematic understanding of how adults with serious mental illness view their future or articulate their personal strivings. Moreover, the hopes of parents for their adult children with psychiatric disability have not been empirically examined, despite the primary role parents typically play in providing care for their ill family members. The present study takes an in-depth look at the types of personal strivings described by young adults coping with serious mental illness and their parents’ hopes for them. We investigate adults’ own estimates of the probability of successfully attaining their future goals and parents’ views of having their parental hopes realized. To better understand how personal goals and parental aspirations endure over time, we examine the degree of stability and change in adults’ strivings and parents’ hopes over a one year period. The implications of findings for community research and action with families coping with psychiatric disability are discussed.

[67] Assessing Social Roles of Adults with Mental Illness from a Family Perspective
M. Hunt1, M. O’Connell2
1Bowling Green State University, Bowling Green, Ohio; 2Yale University, New Haven, CT

Researchers recognize the importance of community integration as a key component of effective mental health service delivery. Literature on recovery from mental illness highlights the importance of occupying normal, functional roles in helping a person overcome some of the consequences of his or her illness. Previous studies have found links between access to valued social roles and positive perceptions of community integration for people coping with mental illness. However, this research has focused on adults’ views of their social roles or the assessment of roles by mental health professionals. Moreover, studies have neglected relationships between the views of parents about their own social role involvement and that of their ill child. Clearly, work is still needed if this research is to inform intervention and mental health policy. Our study examines relationships between social roles and mental health from the perspective of families coping with serious mental illness. Using a newly developed measure of social roles, we assess how often adults and parents engage in a variety of key social roles. We operationally define the concepts of social role investment, role loss, and social role perspective and examine associations between adults and their parents on these three social role elements. The ability of social role variables for adults and parents to predict changes in aspects of adults’ mental health and social adjustment over a one year period is examined.

[68] Coping with Mental Illness: Understanding Personal Loss and Social Network Ties
D. Dworksy1, E. Vasconcelles1, R. Aguirre1
1Bowling Green State University, Bowling Green, Ohio

Feelings of loss and grief are described as common reactions among family members who have a relative with serious mental illness. Personal loss experienced by parents coping with the mental illness of their child is often linked to grief reactions experienced by parents who have had a child die. Research suggests that parental grief reactions are related to factors such as the overall size of parents’ social networks. However, previous studies use the concepts of loss and grief interchangeably, and assume that only family members such as parents or siblings experience feelings of loss as a result of mental illness. We know surprisingly little about personal loss that adults coping with mental illness may feel or the role that their social networks might play in their experience of loss due to mental illness. The present study examines the meaning of personal loss as a result of mental illness for both parents and young adults experiencing the illness. First, we briefly present the conceptual rationale and psychometric properties of a newly developed self-report measure of personal loss due to mental illness. We then focus on the role of social network ties of adults and parents in understanding four basic aspects of personal loss. The importance of a family perspective in the study of personal loss and directions for research and practice are discussed.
[69] My God Too: How Young Adults with Serious Mental Illness Use Religion to Cope
R. Phillips1, E. Emery2
1Bowling Green State University, Bowling Green, Ohio; 2Bowling Green State University, Bowling Green.

Studies suggest that many people use religion as a way of coping with their most stressful life situations. Until recently, researchers and practitioners generally considered the contemplation of religious issues by people coping with serious mental illness as symptomatic of psychiatric disturbance. However, some studies suggest that people with serious mental illness may effectively use religion in dealing with daily difficulties. Yet, our understanding of the role of religion and spirituality in coping with specific aspects of psychiatric disability is only just beginning. The present study is a detailed examination of the use of religious coping among young adults with psychiatric disability and their parents. To create a context for religious coping, we compare the use of three popular forms of religious coping reported by our sample of young adults and parents with those reported by previous research samples of college students coping with life stressors and older adults dealing with physical health stressors. We then investigate the mental health correlates associated with the forms of religious coping reported by our sample of young adults. The ability of religious coping to predict young adults’ reports of both positive and negative changes in well-being over a one year period after accounting for initial level of symptoms is examined. The implications of findings for clinical and community interventions with this population are discussed.

WED 3:45PM-5:00PM Sininger 100

[70] Power and Empowerment: Institutions, Organizations, and the Grass-Roots
P. Speer1
1Vanderbilt University, Nashville, TN

This symposium will explore manifestations of social power from diverse perspectives: a child welfare setting, public participation in a local toxic waste dispute, and the ecological press of community and institutional habitats. Additionally, a theoretical conceptualization of empowerment will be presented at an organizational level of analysis. Together, these representations support both a conceptual advance and a move toward greater action in community psychology. This symposium revisits the key phenomena of interest within the field – empowerment – and calls for examination of its root: power.

[71] Power Imbalances among Clients and Workers in Child Protective Services
G. Sarkissian1
1University of California, San Francisco, San Francisco, CA

This presentation will provide selected findings from dissertation research to stimulate the exchange of ideas on how imbalances in social power impact “helping” relationships in child welfare. Utilizing Seidman’s (1988; 1990) conceptual model of social regularity, findings of this study provide a balanced view into the social nature of the client-worker relationship. Adult clients (N=5) and social service workers (N=9) from a Midwestern child protection agency participated in individual or group interviews. Data were content-analyzed using a social constructivist model (Schwartz, 1998). A major finding of this research was that choices available to adult clients were experienced to be constrained by power imbalances originating from legal authority granted to the agency. In addition, participants experienced power-imbalances consistent with the three-dimensional view of social power (Lukes, 1974; Gaventa, 1980); (1) a bargaining imbalance wherein the agency controlled child custody, child visitation, and access to material and social resources needed by the client; (2) an imbalance in the power of clients to set case plan goals; and, (3) an imbalance in the power of clients and workers to influence system ideology and prescribed agency roles. A socially constructed model of the social nature of the client-worker relationship will also be presented.

[72] Public Participation and Power in a Local Hazardous Waste Setting
M. Culley1
1University of Missouri-Kansas City, Kansas City, MO

To facilitate discussion about the nature of social power and its impact on personal and institutional relationships in the field, key findings from dissertation research will be presented. I examine whether the participatory processes initiated through “official” vehicles for public participation related to a local hazardous waste investigation manifest in a way consistent with social power (Gaventa, 1980; Lukes, 1974; Parenti, 1978). A qualitative case study design is utilized to explore the phenomena of interest: 1) the nature of the participatory processes implemented in the setting, as mandated by federal and state policy; and 2) participants’ experiences of these processes. Interview data and key documents related to public participation will be analyzed for content to explore whether these processes and participants’ experiences of them, reflect social power. Kelly’s (1987) principles of ecology will be used as a heuristic for the interpretation of findings to demonstrate their utility in the unmasking of power in relationships. Implications for research, practice, and policy related to public participation at hazardous waste sites will be discussed.

[73] Beyond the Individual:Toward a Nomological Network of Organizational Empowerment
N. Peterson1, M. Zimmerman2
1University of Iowa, Iowa City, IA; 2University of Michigan, Ann Arbor, MI

Empowerment research has generally been limited to the individual level of analysis. Efforts to study empowerment beyond the individual require conceptual frameworks suggesting attributes that define the construct and guide its measurement. This presentation will explore an initial attempt (Peterson & Zimmerman, 2002) to describe the nomological network of empowerment at the organizational level of analysis – organizational empowerment (OE). Intraorganizational empowerment represents the internal structure and functioning of organizations that
may provide the infrastructure for members to engage in proactive behaviors necessary for goal achievement. Interorganizational empowerment includes variables that represent the linkages and relations between organizations that may enable connections outside the organization for mobilizing resources, sharing information, and achieving goals. Extraorganizational empowerment refers to actions taken by organizations to affect the larger environments of which they are a part. These components of OE intentionally mirror those offered by Zimmerman (1995; 2000), i.e., intrapersonal, interactional, and behavioral, but consider the organization rather than the individual as the primary unit of observation. In addition, possibilities for further expansion of Zimmerman’s framework to develop a nomological network of community empowerment (CE), including community-level features that may influence and be influenced by OE, also will be discussed.

[74] Institutions and Community: Where Power and Ecology Meet
J. HUGHES1, T. WHITEHEAD2
1University of Missouri-Kansas City, Kansas City, MO; 2Peoplesoft, Hyattsville, Maryland

The ecological orientation is bedrock for our discipline, providing a robust set of principles that can be used to frame many problems or issues. Using the conceptual underpinnings developed by Roger Barker (1987) and James Kelly (1966), this presentation will explore the intersection of ecology and power. We will argue and show evidence, that dimensions of social power (Gaventa, 1980; Lukes, 1974) are apparent in shaping community habitats and institutional practices, consistent with Kelly's principles of ecology. The physical distribution of institutions represents the community level manifestation of power. These institutions generate extra-individual habitats that, in turn, generate behavior. By physical presence we mean e.g., the presence of a liquor store, a "pay-day" loan operation, or the absence of a bank or full service supermarket. We also mean regularities in practices of institutions. We illustrate our point by describing the liquor outlet - violent crime link, the high-calorie density environment --obesity relationship, and the ways in which institutional practices in the system of service and supports for persons with developmental disabilities manifest dimensions of power, consistent with two of Kelly's principles of ecology -- interdependence and adaptation.

WED 3:45PM-5:00PM Sininger 201

[75] Pedagogy of the Privileged: Building Theory, Curriculum and Critical Practices
A. CURRY-STEVENS2
1University of Toronto, Toronto, Ontario

Overview
Today’s activists are challenged by the sheer scope of losses by social movements. We have lost most significant battles and have moved into a defensive position struggling to retain key arenas of social policy. The gap between rich and poor continues to widen and it is clear that we need new allies in the struggles for justice. The middle class has been eyed as potential allies - I seek to establish educational strategies to assist this transformation. The transformative tradition in adult education has focused on the marginalized to build their awareness of the structural forces that oppress them. Such an approach has led to significant changes in social conditions several times in the twentieth century but is clearly insufficient to rectify today's social reality, particularly in Canada and the USA. This roundtable discussion will interest educators within movements. We will explore how to assist in the politicization process of the middle class and how to transition through stages of resistance, guilt and shame. Furthermore, we will gather insights into the formation of lifelong commitments to activism.

WED 3:45PM-5:00PM Sininger 202

[76] Understanding the Culture and Lifestyle of Homeless Men and Women
V. LUCHETTI1, D. BROWN1
1Phoenix Programs, Inc., Concord, CA

Contra Costa and Solano Counties are located in the San Francisco Bay Area. The presenters are involved in homeless outreach projects in each of these counties. One goal of the outreach projects is to better understand the nature and mental health needs of men and women living in homeless encampments. In the process of initiating contact with almost 1500 homeless individuals in a period of six months, it became apparent that working in encampments, parks and centers where homeless individuals tend to gather requires mental health professionals to adapt conventional techniques to unconventional environmental conditions. The first part of this process calls for an understanding of homeless men and women as individuals and learning how to build therapeutic alliances with them. The homeless are not a homogenous group, but can be categorized into several subgroups: (1) people who are poor and cannot afford housing, (2) individuals just released from jail or prison, (3) men and women who defy society’s rules, (4) groups who engage in illegal business activity such as drugs or prostitution, (5) persons dependent on substances or alcohol, and (6) those who are mentally ill or dually diagnosed. Most homeless individuals share aspects of a common culture in which the primary form of communication is non-verbal. In most homeless communities, verbal communication tends to be literal and concrete rather than abstract. Homeless individuals tend to have deficits in their life style beyond lack of conventional housing. These deficits include broken relationships with their extended families, almost constant exposure to the elements, cognitive difficulties, and chronic stress as the result of maintaining a state of vigilance. These elements can create a significant increase in the amount of daily stress, thereby exacerbating predispositions toward mental or physical illness. Given the difficulty in working with this population, it has been necessary to utilize treatment modalities that would be effective under the most adverse therapeutic conditions. It has also been necessary to develop an assessment procedure that is realistic for use in the field. This innovative session explores these ideas in
depth. This program will be presented by Virginia Luchetti, Ed.D. and Don Brown. Virginia has been working with the homeless for almost two years. She has been the Clinical Director of a SAMHSA funded Homeless Encampment Outreach Project. As a psychologist, Virginia often conducts mental health assessments and interventions in the homeless encampments. Don Brown has been working with the homeless for approximately six years. He has been in charge of outreach projects, multi-service centers and a homeless shelter. This innovative session will involve: (1) presentation of a photographic exhibit showing homeless encampments located in suburban areas, (2) experiential sessions in which participants are given the opportunity to experience virtual homelessness, and (3) a presentation that explores the homeless culture. Through this innovative session, participants will learn how to build therapeutic relationships with homeless individuals. This includes understanding who the homeless are and where they live. Once therapeutic relationships are established, it becomes possible to serve as a conduit for benefit, food, clothing, mental health and housing services.

WED 3:45PM-5:00PM Sinninger 205

[77] Sustaining Momentum from Research on the Strengths of Indigenous Communities
C. Chataway1, D. Morgan2
1York University, Toronto, Ontario; 2Yukon College, Whitehorse, YK

Overview
The 'Understanding the Strengths of Indigenous Communities' project engages community members in eight Native communities (nominated by Native people as relatively strong) in identifying their own strengths and then, through methods of international development planning, producing visual and verbal products that illustrate the processes by which these strengths have been developed and maintained over time. We will share some of the visual maps and timelines that focus groups have created to communicate their thinking, and explain how these have directed both the future stages of the research (case studies, survey) and our own theory development. We will request insight from audience members on how best to sustain momentum following participatory research processes such as these, both within the participating communities and among other Native communities that are interested in the results as a way to inform and inspire their own development.

WED 5:15PM-6:15PM Ilfeld Auditorium
Special Event: A Tribute to Bob Newbrough
Doug Perkins, Chair

WED 6:30PM-8:00PM Student Center Ballroom
Poster Session and Reception

Youth Session and Reception

[78] ACE Reading: Development and Outreach in Diverse Communities
P. Dowrick1, M. Fischer2
1University of Hawaii, Honolulu, HI

Hundreds of tutors and nearly 1000 students have benefited from the ACE (Actual Community Empowerment) Reading program. ACE Reading is a reading program for (a) young children receiving regular instruction in reading but not able to keep up and (b) older children who have fallen seriously behind. By including neighborhood adults and youth as tutors, mentors, and coordinators, ACE Reading uses community resources to help achieve participants' success. The main philosophies of ACE Reading are feedforward and engagement. Feedforward refers to teaching and learning through images of success, especially success yet to be achieved. For example, we can show students on video or computer screens reading fluently. Tutors emphasize new behavior, rather than their errors. The program not only helps students with reading skills but has also helped with academic behaviors and emotional well being. Ninety percent of children improve 1 to 4 grade levels and learn to enjoy reading. The tutors develop job skills, gain satisfaction in helping a child's education, and improve their own literacy or technology skills. Over a period of 7 years, federal and foundation grants have expanded ACE into Hawaii, Philadelphia, Kentucky, Pohnpei, and American Samoa. With more communities requesting ACE, we must explore how to respond effectively and responsibly in implementation and marketing, as a progression from innovation and research. (See our Innovative Session at this conference)

[79] Roads to Empowerment in a Youth Program for Diverse Teens
N. Pearce1
1University of Illinois at Urbana-Champaign, Champaign, Illinois

This paper illustrates processes of empowerment for one African-American youth, and suggests similar experiences for other youth in an urban social action program. Data for these youth were gathered from twelve in-depth interviews, questionnaires, and on-site observations. Preliminary analyses suggest that development of a strong personal connection to the program served as a catalyst for this youth’s transformation into a more self-confident and outspoken person. The program articulated for her the
injustices she experienced at school, leading to her finding her voice as a social activist. Discovery of like-minded peers, development of bonds with Latino youth (with whom she had had no prior contact), and a supportive leader were scaffolds that facilitated this transformation. While exploring ways to contribute to the program, she also discovered a talent at recruiting and acquired new computer skills that allowed her to perform her responsibilities more efficiently. The increase in self-confidence from participation in these and other program activities propelled her to join a second, school-based youth activist program and to begin making plans for college. Her narrative parallels that of other youth in the program, many of whom joined to fulfill a school community-service requirement but became impassioned to work toward social change.

[80] Community Partnership to Encourage Citizenship and Volunteering in Young People
D. Eley PhD, S. Bradbury PhD, M. Nevill PhD
1Institute of Youth Sport, Loughborough University, Loughborough, Leicestershire, UK

The British Government is concerned with increasing citizenship and a sense of community spirit in young people. This paper describes the first year of a longitudinal project called ‘Step into Sport’ that is designed to establish a framework of coordinated opportunities at the community level to enable young people to undertake and sustain an involvement in leadership and volunteering through sport. The project brings together local partners such as school networks (primary, secondary, college), city councils, community organisations and sport clubs, all of whom play a part in developing and providing opportunities to train, support and deploy young people into voluntary activity within their communities. Qualitative and quantitative data describe the impact of the project on both the volunteers and the communities in which they serve. The project has demonstrated benefits to young people through personal development by raising self esteem, confidence, independence and responsibility. The opportunities afforded the volunteers through the community partners provide experience and skills to facilitate further education and enhance career prospects. In turn this benefits the communities by providing young people who are more socially aware and interested in becoming better citizens.

[82] Health Promoting and Health Compromising Behaviors for Street Youth
K. Jackson, K. van der Werden
1Simon Fraser University, Vancouver, BC

The profile of an adolescent living on the street includes significant historical and contextual factors. These factors could include dysfunctional families, inadequate housing and nutrition. The cumulative effect of these factors has been associated with engagement in both health compromising and health promoting behavior. This poster will explore data from The Street Youth Survey administered by The McCready Centre Society in 2000 to 523 street youth between the ages of 12 to 19, from six communities in British Columbia. Overall, street youth were found to have poor relationships with their parents, been the victim of physical and sexual abuse and engage in very high rates of health compromising behavior. Despite also having negative school experiences, approximately two-thirds of street youth are still in school, with over a third planning to continue to post-secondary education. This suggests school may be an effective medium through which to offer programs aimed at ameliorating health compromising behaviors in this population. Street youth who are not heterosexual exhibit higher rates of health compromising behaviors, indicating a greater service need. However, other research has indicated that these youth also experienced high levels of school victimization, possibly negating the appropriateness of school as a program delivery site.

[83] Formal or Informal Sexual Education of Adolescents: Does the Source Matter?
M. Schlehofer Sutton, B. Caas1, B. Guzman2
1Claremont Graduate University, Claremont, California; 2CHOICES, LaPuente, California

Adolescents receive sexual education from many sources. Following an ecological framework where adolescents receive sex education from formal (sex education classes) and informal sources (sexual discussions), this study assessed how sexual discussions are related to adolescents’ sexual behavior, attitudes, and knowledge beyond formal sex education. Multiethnic adolescents (N = 677) aged 12 to 15 (M = 13.71, SD = .44) reported their frequency of sexual discussion with mothers, fathers, friends, and dating partners; number of sex education classes; and sexual behaviors, attitudes, and knowledge. After accounting for formal education, results indicate discussion with mothers and friends predicted an older age at first intercourse for females (Fchange (2, 24) = 2.60, p < .10), but not for males. While mother and partner discussion predicted intentions to delay intercourse for females (Fchange (2, 352) = 21.11, p < .001), discussion with partners was not a predictor for males (Fchange (2, 299) < 2.00). Although sex education was related to greater knowledge of HIV, abstinence, and condoms, sexual discussions were weakly associated with knowledge. These results suggest that male and female adolescents learn from different sources of informal sexual education, and that informal sexual education is more strongly related to adolescents’ behavior and attitudes than their knowledge.

M. Redmond, M.S, K. Weaver, Ph.D
1Wichita State University, Wichita, Kansas; 2Emporia State University, Emporia, KS

This study investigated the relationship of multidimensional self-concept and hope for African-American urban youth. The participants consisted of 35 male and female youth from a metropolitan city in south central Kansas. The youth participants were categorized into three different groups: urban youth participants, church youth group participants, or non-participants (no youth group affiliation). The adolescents were given two scales, one to measure their multidimensional self-concept and one to
measure their future hopes and goals. The results indicated that urban youth who were members of an urban youth program showed little difference in their global self-concept and hope compared to those youth who did not participate in an urban youth program. The results also indicated that male participants had higher gain scores than female participants for the Hope Scale and certain subscales of the Multidimensional self-concept scale. There was a positive correlation (r=.50) found between the family self-concept subscale scores and the hope scale for both male and female participants. This finding indicates a possible association between family support and the determination to achieve goals (hope) for African-American youth. This is significant because of the importance of family in the African-American culture.

[85] Maturity as a Feature of Community-Based Intervention
J. DILWORTH1, K. MITCHELL2
1Pennsylvania State University, University Park, Pennsylvania; 2Rutgers, The State University of New Jersey, Piscataway, NJ

Funding guidelines propose that in order for community-based interventions to be supported they must present quantitative proof for effectiveness. This requirement is in direct opposition to one of the most common features of quality community-based intervention: allow enough time for the program to be integrated into the community and to effect positive behavioral outcomes. Quick remedies applied to deeply rooted problems (i.e., first order change) in order to obtain the requisite “high numbers” may prove to be more costly than exercising a little patience and a lot of commitment to achieve enduring structural or systemic change (i.e., second order change). We confront this issue by examining students in an elementary school district who have been exposed to a competence building curriculum. We expect that students who have been exposed to the curriculum for a longer period of time will exhibit higher levels of competence than those children with less exposure. These results will have implications for the new funding guideline, essentially that regular exposure reinforces behavior, whereas short-term training with little or no follow-up results in the extinction of positive behavioral outcomes.

[86] Young Activists Reflect on Critical Elements of Their Sociopolitical Development
D. GRIFFITHS
1University of North Carolina, Chapel Hill, NC

The purpose of this study was to understand the critical elements of sociopolitical development by exploring the evolution of young Black activists. This study sought to verify that the aspects of sociopolitical development found to be important in the Watts, Williams and Jagers framework (in press) were what the activists’ believed was important in their development. Overall, this study provided additional support for the themes identified by Watts and colleagues. Upbringing, aspects of the self (identity and personality), organizations (particularly change organizations), roles in organizations and events personally experienced, and praxis (sociopolitical awareness and insight) were especially important in these activists’ sociopolitical development. The relationships between these themes as well as their context and history provided further support for a transactional model of sociopolitical development. Additionally, this study explores links between sociopolitical development and various bodies of literature, and provides suggestions for future research on activism and sociopolitical development.

[87] Neighborhoods, Programmed and Not: Effects on Children’s Environmental Attitudes
A. LOHMANN1
1Claremont Graduate University, Claremont, California

Interest in the effects of neighborhoods on the socio-emotional development of children has surged in recent years. Many of these studies examined childhood outcomes in relationship to specific neighborhood demographics such as income, unemployment rates, and so forth. The childhood effects examined have usually been limited to behaviorally oriented outcomes (e.g., academic performance, mental health, criminal activity). Taking a different approach, this study focused on the social and spatial natures of neighborhoods and how the affordances therein may channel children’s engagement in their developmental world differently. It was hypothesized that these neighborhood affordances, and the degree to which children engaged in them—specifically, neighborhoods both high and low in programmed social characteristics (e.g., many after-school activities are characteristic of high social programming) and programmed spatial characteristics (e.g., gated vs. non-gated communities) may be associated with personal characteristics such as competent risk-assessment, environmental trust, and behavioral outcomes. Six neighborhoods of varying types as described above were selected, and families of sixth-graders within these neighborhoods were surveyed and interviewed, focusing on neighborhood affordances, children’s engagement with those affordances, and parental gatekeeping of children’s access to those affordances. The findings and a model to guide future research are presented.

Theory/Method Theme

[88] Developing Barometers of Change
B. BISHOP1, A. BROWNE1, S. GRIFFITHS1
1Curtin University of Technology, Perth, Australia

Sarason (2000) called for community psychologists to develop what he termed ‘barometers of change’. He argued that the discipline should be able to recognize the signs of community change and this should be a core skill. In an attempt to understand what might be involved in developing approaches to monitoring change, two exploratory studies were undertaken, one retrospective and the other prospective. The retrospective study involved an archival analysis of a report which dealt with race relations between Indigenous and non-Indigenous residents in a small rural community over a period of 5 years. A theme analysis was used to identify potential markers of change. The second study involved monitoring community change regarding an
Residents can inform activities through surveys, needs assessments, and feedback. They can also be included in designing and implementing programs. They may even be the primary leaders of certain projects, having control over decision making in all or most activities.

The diverse use of the term resident-driven leads to several questions. What are the different types of involvement that characterize resident driven strategies? How is resident driven measured? What is the relationship between the various strategies for resident involvement and resident empowerment? This poster will present a thorough review from research literature, evaluations from past Comprehensive Community Initiatives (CCIs), and reports from community development projects which characterize themselves as ‘resident driven’ in order to illuminate this elusive concept.

[89] Assimmodation of Innovation: Beyond Diffusion, Toward Infinite Order Change
C. Diebold1
1University of Missouri-Kansas City, Kansas City, MO

A grounded-theory approach integrated philosophies of the structure of science, conceptualizations of orders of change, schemas of levels of action and effect, and theories of diffusion into a conceptual model of persistence and change; and measurable theoretical capacity for change was developed. Framed as a 2x2 matrix of low and high levels of assimilation and accommodation, the "assimmodation" model results in four types of change capacity. Beyond diffusion, assimmodation posits that in planning, implementing, and evaluating community initiatives or innovations, degree and type of change with respect to a domain's prevailing paradigm, as well as global and contextual persistence-change prototypes of expected implementers, must be assessed. Empirical findings within an educational reform context that used survey data from high school educators and community members (N=621) validated theoretical expectations. Multivariate techniques: (a) differentiated assimmodation and diffusion constructs, (b) validated the predicted structure of the model, and (c) confirmed the model's predictive validity with respect to endorsement of a proposed education reform scenario. Innovation-conducive organizational variables for effecting a culture of infinite order change, in which the context of change itself may be irrelevant, were identified. Theoretical, applied, and future research implications are discussed.

[90] Resident Driven: A Profile of Resident Involvement in Community Building
J. Schultz1, B. Nowell1
1Michigan State University, East Lansing, MI

The term “resident driven” is increasingly being utilized as a guiding value of community building initiatives. Community building efforts are often focused on maximizing resident involvement and participation in planning, implementation, and evaluation of activities. This involvement is frequently referred to as “resident driven”, however, often the term encompasses a continuum of definitions and range of forms of participation. Residents can be included at many stages of any development activity with varying levels of intensity. For example, residents can inform activities through surveys, needs assessments, and feedback. They can also be included in designing and implementing programs. They may even be the primary leaders of certain projects, having control over decision making in all or most activities.

The diverse use of the term resident-driven leads to several questions. What are the different types of involvement that characterize resident driven strategies? How is resident driven measured? What is the relationship between the various strategies for resident involvement and resident empowerment? This poster will present a thorough review from research literature, evaluations from past Comprehensive Community Initiatives (CCIs), and reports from community development projects which characterize themselves as ‘resident driven’ in order to illuminate this elusive concept.

[91] Youth Photography as an Alternative Measure of Social Capital
J. Ruden1
1University of Colorado at Denver, Louisville, Colorado

This poster examines youth photography as an alternative measure of social capital. Traditional measures rely on “objective” neighborhood indicators (e.g., number of liquor stores, percent of homeowners) or researcher-developed questionnaires. Our goal was to complement these approaches with a third approach that creates a visual community portrait based on the lived experience of community “insiders,” in this case youth. These portraits do not use predetermined response categories that might be insensitive to marginalized people's worldviews and do not require knowledge of formal language. Thirty urban youth from 13 to 18 (16 African American, 11 White, 3 Hispanic, 1 Asian American) attended four workshops where they thought about social capital and learned photographic techniques. Between sessions, youth photographed their neighborhoods and compiled the best of their work into community portraits. The community portraits led to photographic codes used to compare all three measurement strategies, and youth provided their own assessment of the strengths and weaknesses of the three approaches. Community portraits also appeared in exhibitions and were used as a springboard for youth-led discussions with community stakeholders (e.g., community boards, district attorneys). In the tradition of action research, we sought to strengthen youth social capital as we studied it.

[92] The Effects of a Natural Disaster on Sense of Community
O. Callaway1, J. Hill1, T. Lamb1, M. Woloszyn1
1New Mexico Highlands University, Las Vegas, New Mexico

In May 2000 a controlled burn in Bandelier National Monument turned into an uncontrolled wildfire, known as the Cerro Grande Fire. This fire burned 47,650 acres of land and resulted in the evacuation of 18,000 people and the destruction of 354 houses in Los Alamos County, NM. In 1999, as part of a study conducted previous to the fire, Chavis and McMillan’s Sense of Community Index (SCI) was administered to a random sample of city water users in Los Alamos. This study investigates the effect of a natural disaster, the Cerro Grande Fire, on sense of community in Los Alamos by comparing this pre-fire data to SCI data collected after the fire. In addition, the study includes qualitative data regarding sense of community through interviews with key stakeholders. In the retrospective study, the activities of ‘boundary crossers’ or people who moved between the Indigenous group and the broader white community, were found to be predicative of informal social change, but less so of formal social change. The prospective study revealed more complex interplay of vested interest groups. Overall, the analysis of both studies allowed the development of a model based on Friere (1972) incorporating Lewin’s (1965) theories of social change. Sarason and Lorentz’s (1998) boundary crossing, Smith and Berg’s (1997) paradoxical nature of groups and Turner’s (1987) social drama analysis.
community collected through a series of interviews with Los Alamos residents who have continually lived in the community before and after the fire. This study supports the hypothesis that those who remained committed members of a community after experiencing a natural disaster report an increased sense of community. In addition, the data provide insight into the relevance of Chavis and McMillan’s theory regarding sense of community for those who experience a natural disaster in their community.

[93] The Daily Challenges Inventory: Situational Assessment of Child Stress & Coping
P. Flaspohler, R. Prinz
University of South Carolina, Columbia, SC
Patterns of responding to daily challenges and minor hassles are a core component in broader considerations of stress and coping. This poster will present findings from the development and validation of the Daily Challenges Inventory (DCI), a parent-report measure intended to characterize how children respond to challenges. The DCI is based on the coping-competence model (Blechman, Prinz, & Dumas, 1995), which implicates prosocial, antisocial, and asocial patterns of coping responses in the development of positive and adverse outcomes. The model further proposes three dimensions for classifying challenges: affective, social, and achievement, based on the predominance of emotional, interpersonal, or task-oriented demands. The DCI was created to assess first grade children’s responding to developmentally appropriate challenges across the situation specific demands of the three challenge dimensions. Data collected from parent reports of first grade children’s (N = 153) responses to daily challenges provide support for the three-factor coping-competence model. Multivariate analyses provide preliminary evidence of how response patterns vary with situation specific demands across challenge domains. Findings have implications for the design and evaluation of interventions aimed at promoting adjustment and preventing problematic outcomes during childhood.

[94] Career Paths in Community Psychology
S. Lombardo, D. Louensbury, A. Martin, S. Ahmed, M. Haber
Oakland University, Rochester, Michigan; Memorial Sloan-Kettering Cancer Center, New York, New York; United States General Accounting Office, Washington, District of Columbia; Wayne State University, Detroit, MI
Interesting qualitative information on possible career paths for graduate students in Community Psychology has been presented in a recent book (O’Donnell & Ferrari, 2000). However, no firm quantitative data are available. As a service to current and future graduate students, we will present the results of a survey administered to recent graduates from Community programs (Masters and Doctorate levels graduates in free standings Community and Community/Clinical programs). The questionnaire will record in a structured way the types of professions students have obtained up to 5 years post-degree. Following the methodology used in the 1999 Survey of Graduate Training conducted by the Council of Program Directors in Community Research and Action (CPDCRA), lists of recent graduates are being compiled and in January 2003, recent graduates will be directed to a web-based survey (i.e. via SCRA list-serve). Following the presentation of the survey findings, the roundtable will provide an opportunity for the audience to interact with the authors who are graduate students and recent graduates from various Community programs. Questions will be solicited in advance of the presentation from students from Community Psychology programs around the nation. The authors will share their experiences in training programs, academic settings and public policy settings.

Community Collaboration Theme

[95] Sustainability: Emerging Views of Researchers, Managers and Practitioners
M. Desrochers, C. Bouchard
GRAVE/ARDEC, Université du Québec à Montréal, Montreal, Québec
The present study identifies dimensions which are perceived as important for sustainability of community-based initiatives by three groups of actors: researchers, managers and practitioners. Concept mapping was used as one of the main research procedures (Trochim, 1989). Three preliminary maps (one for each group) organizing participants’ statements in clusters were produced. Each group of participants has been invited to reach an agreement as to the labelling of each of these clusters. Each final map conveys the perception of the groups. Preliminary analyses of maps show some similarities among the three maps, but also reveal some challenging differences. Practitioners seem to allocate much more importance to power sharing with stakeholders and gains for the local community while researchers insist much more on evaluation, cohesion and trust. Managers look as if they are more preoccupied with the various processes of communication and mobilization. Results are discussed in terms of possible explanations of these different emerging views.

[96] Institutional Cohesion: An Ecological Approach to Problem Definition
P. Speer, D. Cooper, B. Christens
Vanderbilt University, Nashville, TN
This presentation is based on a survey of leaders of community institutions in 85 New Jersey communities (n = 433; response rate = 51%). Based on a confluence of interdisciplinary literature that describes community functioning as a byproduct of those with social power acting in their own interests, this study is designed to measure community beliefs at the ecological level of institutional leadership. The surveys are divided into groups based on the role that their institution plays in the community: education, law enforcement, health care, local government, faith community, and business. Cluster analysis is employed as a tool for understanding the degree to which the leaders within each institutional role group agree on community problems and appropriate prevention techniques. The focus of the survey is substance abuse and substance abuse prevention. This


**Society for Community Research and Action 9th Biennial Conference**

Survey’s methodology is contrasted with research that measures community characteristics as an aggregate of individual characteristics. Implications for conceptualizations of community readiness are explored.

**[97] Participatory Action Research to Improve and Coordinate Youth Justice Services**

M. Atkinson¹, N. Atkinson²

¹University of Waikato, Hamilton, Waikato

This paper describes a participatory action research project in Hamilton, New Zealand which aims to improve the coordination and delivery of youth justice services. In New Zealand, indigenous (Maori) youth are poorly served by a fragmented and monocultural criminal justice system. This project has been initiated by an indigenous (Maori) social service provider and aims to strengthen interagency collaboration and to improve the coordination and delivery of youth justice services to better meet the needs of young offenders, particularly rangatahi (Maori youth), and their families. The eighteen month old project is managed by a community psychologist under the direction of a steering group made up of representatives of government and non-government justice, health and education organizations. Specific initiatives include: early identification of youth needs, coordination between mental health and police services, management of the police diversion process, information sharing, and coordinated case management. This paper will discuss issues in creating change in a complex, multi-organizational justice system including: establishing buy-in, addressing power disparities between government and indigenous community agencies, identifying gaps in services, developing solutions by evaluating international best practice in the light of local conditions and managing decision-making processes. Issues in the evaluation of collaborative projects will also be discussed.

**[98] Leader-Full Communities: Outcomes of a Statewide Leadership Initiative**

S. Wittek¹, A. Commer¹, M. Shepherd¹, S. Ealey¹, L. Vandervel¹, M. Clark², P. Henn², C. Power², M. Warren³, G. Miedsen¹

¹Wichita State University, Wichita, Kansas; ²Contemporary Consultants, Richmond, Indiana; ³Kansas Health Foundation, Wichita, Kansas

Community psychologists have supported community leadership in many contexts, including coalitions, self-help groups, and nonprofits. Community Leadership Programs (CLPs) have received little attention, yet with over 750 CLPs across the U.S. and thousands of “graduates,” they represent a great resource for community change. The Kansas Community Leadership Initiative (KCLI) was a statewide effort to promote leadership in order to improve the health of all Kansans. As part of the KCLI, directors and lead volunteers of CLPs participated in a two year initiative where they learned new leadership skills and concepts. It was expected that directors and lead volunteers would change their CLPs. As a result of these changes, local “graduates” of CLPs would use the leadership skills and concepts in their work and community. Findings suggest many graduates of CLPs used the new leadership skills and concepts in work and community settings. They also faced a number of challenges, including a lack of receptivity from community members, few opportunities to use the skills, and difficulty applying the skills in multiple settings. The presentation will discuss how outcomes relate to the strengths and challenges of community leadership development as a way to improve the health and well-being of communities.

**[99] Soft Systems Management: Understanding the Role of a Faceless Campus Community**

R. Levine¹, G. Habron², M. Kaplowitz³

¹Michigan State University, East Lansing, Michigan

This paper reports a part of a study on the biological, physical, and social roles the Red Cedar River, which runs through the Michigan State University campus. Through the use of focus groups, we interviewed staff from Michigan State University’s grounds maintenance crews and other service units. The people in these units sometimes have been labeled as the “faceless ones,” because they are largely ignored by most others on campus. However, they have a direct ecological impact on the Red Cedar River through such activities as the salting roads in the wintertime, which may make its way into the river. We used Checkland’s soft systems approach to describe the interface between these campus workers and other institutional units, such as campus police, when snow events occurred. Salting roads in response to a snow event, which is a major activity, revealed tensions and inconsistencies between their perceived role as stewards protecting the river from pollution and safety considerations in making sure that the activities, such as concerts would not be cancelled. This conflict was made more difficult by receiving pressure to use more salt from the higher administrations, students, and even from editorials in local newspapers.

**[100] Building Capacity in Consumer-Run Organizations Through Action Research**

L. Brown¹, M. Shepherd¹, S. Wittek¹, A. Commer¹, L. Collins¹, A. Johnson², S. Ealey¹, H. Brandenberger¹, B. Carroll¹, K. Bomhoff¹, G. Miedsen¹

¹Wichita State University Self-Help Network, Wichita, KS; ²Social and Rehabilitation Services of Kansas, Topeka, KS

Consumer Run Organizations (CROs) have increasingly become a recognized part of the consumer mental health movement. The state of Kansas has reflected this growth with an increase from 9 to 23 CROs in the past two years. These developing organizations are built by mental health consumers who want to create local support for their peers and themselves but often lack the experience to start a new non-profit. The Self-Help Network: Center for Community Support and Research has partnered with CROs and their primary funder to provide non-profit assistance and a participatory action research evaluation. This evaluation involves 4 components: a process and formative evaluation of our technical assistance, a process and formative evaluation of CROs, a network analysis of CROs and an impact evaluation of CROs on individuals. The focus of the presentation will be to describe our participatory
action research collaboration with CROs and the initial outcomes of our evaluation. In addition, the role the CROs play in the larger mental health system and how they can partner with other mental health service providers will be discussed.

J. ABLE,1 J. G. JACOBS,1 D. C. MURPHY,1 J. WINTERS,1 L. T. WILSON,1 L. H. CENTER,1 P. E. DAVIES,1 R. K. LEWIS,1 M. G. STEVENS,1 S. T. STEWART,1

The Northside Neighborhood Planning Initiative is an award winning partnership between Cornell University, the Northside Neighborhood and the City of Ithaca. Initiated in 2001, through this planning process stakeholders developed a neighborhood plan that captures the hopes and desires of residents. In 2002, stakeholders began implementing several of the projects. This includes the $700,000 redevelopment of the only neighborhood grocery store, a community design / build pedestrian bridge, a home weatherization survey, community landscaping, and social activities. The partnership has won awards from the Center for Agriculture and Rural Development, JP Morgan Chase, Cornell University, the American Planning Association, and the Tompkins Trust Company. Still, the partnership has been less successful in bridging the divide between the general community and residents of public housing complexes. To address this, the Cornell Public Service Center has secured an Americorp / VISTA grant to hire 2 community members to work on the plan and the Mutual Housing Association is a finalist for a grant to pay low income housing complex residents to co-lead a allied participatory action research project. This poster will cover Cornell's role, the background of the partnership, key methodology used, accomplishments and future plans.

Violence Theme

[102] Battered Women and Child Protection: The Role of Income
R. F. STEINER,1 L. THOMPSON2

Over three million children witness domestic violence and its outcomes (e.g., injury, police intervention) each year (Edleson, 1999). One-third to two-thirds of families who experience domestic violence also experience child abuse. In the majority of these cases it is a father or father-figure abusing both the mother and the children (Salcido Carter, Wetherorn, & Behrmann, 1999). Child abuse and intimate partner violence occur in families at all economic levels. However, low income families are heavily represented in child protection services casefiles (Gelles, 1997). Economic issues have also been identified as a barrier to battered women obtaining safety (e.g., Davies, 1998). This poster explores the role that economic issues play in battered women's experiences with child protection services. In-depth interviews were conducted with survivors of intimate partner violence whose minor children witnessed the violence and/or were abused by the assailant. All women who took part in the study experienced child protection services involvement. Women were asked about the type, quality, and effectiveness of intervention provided by child protection workers. The relationship between battered women's economic independence and child protection interventions is explored. Implications for social policy and intervention are discussed.

[103] Institutional Isomorphism in Community-Based Rape Prevention Programs
S. TOWNSEND1, R. CAMPBELL2

The prevention of sexual violence has been a key activity of community-based rape crisis centers since their inception. Over time, standard practices have emerged that emphasize single-session, didactic interventions with mixed-gender audiences. The standard content emphasizes knowledge and attitude change. However, evaluations of such programs have indicated that the standard practices are not effective at promoting sustained behavioral changes. One theory that may explain the use of standard practices that do not achieve the intended goal of preventing sexual violence is DiMaggio and Powell's (1991) institutional isomorphism. This theory contends that when disparate organizations form a field, constraining forces emerge that result in organizational practices resembling one another. Such homogeneity is problematic when practices are adopted because they provide legitimacy rather than because they are effective. This poster will present data from a qualitative study of community-based rape prevention programs. The study assessed the degree of homogeneity in community-based rape prevention programs in a single state. It explored how the processes of institutional isomorphism are operating in the field and how such homogeneity may impact the effectiveness of rape prevention programs. Implications for program staff, funding agencies, and researchers are discussed.

[104] Effects of a Peer-Education Program on Adolescent Members
J. WAIGHT1, G. SCHIRMER2, B. PAINTER3

Voices for Interpersonal Violence Alternatives (VIVA) is a community-based peer education program for adolescents about sexual and dating violence. VIVA members perform a play that reflects situations that adolescents encounter in their own lives and lead discussion groups that allow for an open exchange of information and opinions. VIVA provides adolescents with a forum for awareness, discussion, and education regarding interpersonal violence, and encourages the development of healthy relationships. Our initial analyses of audience attitudes showed that adolescent audience members reported less belief in myths about interpersonal violence after participating in VIVA than before participation. Upon finding these results, VIVA staff and members were eager to investigate characteristics of their members and the impact of participation in VIVA on members. This stage of the VIVA Evaluation Project is a qualitative analysis of the personal characteristics and motivations of new members of VIVA, as well as the effects of

47
participation in VIVA on older members. New and older members saw themselves as young activists who were capable of making change in their community. Results of the project have been shared with VIVA and have been used to improve the program.

A basic tenet of every nonprofit domestic violence victim service program is to engage in safety planning with battered women. While it is understood that these efforts may or may not be successful, given the individual circumstances surrounding each incident of abuse, a variety of strategies are discussed with survivors to help each woman decide for herself what might or might not reduce her future risk of abuse. These strategies generally center on having plans for immediate escape should violence occur (e.g., having keys to the car hidden in a safe place, having a predetermined location to flee to, having clothing and important documents assembled and hidden). In spite of the intense focus of battered women’s advocacy in helping women develop safety plans to protect themselves and their children, no research to date has empirically examined the range or consequences of such strategies. This study involved asking survivors of intimate partner violence about the myriad strategies they had ever employed to reduce the risk of abuse recurring. Women were also asked about the consequences of their actions: whether such tactics resulted in the abuse increasing, decreasing, or staying the same.

Evaluating Peer Mediation Programs using a Hierarchy of Results Model

One response to the problem of school violence has been the establishment of peer mediation (PM) programs. The present study examines critical factors involved in creating and sustaining effective peer mediation programs using the Hierarchy of Results Framework developed by Kibel (1994, see below). Level 6 Systemic Impact - Changes in problems, Level 5 Behavioral Outcomes - Changes in individual actions Level 4 Environmental Shift - Changes in laws, policies, norms, Level 3 Planning & Initiatives - Action plans initiated Level 2 Skill Building & Focusing - Acquire capacity to take action Level 1 Education & Mobilization - Draw attention to the problem A review of the PM literature identified 39 factors believed associated with program effectiveness. These factors were first classified into Kibel’s hierarchical levels and then used to construct a survey of PM program practices. Surveys were sent to the coordinators of all PM programs in CT (N = 182); seventy-four surveys (40.7%) were returned. Analysis of survey data indicated that the levels correlated highest with their adjacent levels, as would be expected theoretically, and that achievement of various community level outcomes (level 6), e.g., improvement in climate, were best predicted by the level of participation in mediations (level 5). Implications of these findings for PM and other prevention programs will be discussed.

Adjustment Theme

Peer-leadership Among Individuals with Violently-acquired Spinal Cord Injuries

The incidence of violently-acquired spinal cord injury (VASCI) is rising in the United States. Primarily composed of low-income individuals from ethnic minority groups, individuals with VASCI fare worse than others across a number of post-injury outcomes, most of which have been attributed to societal discrimination rather than injury etiology itself. One area of concern among this group is a lack of post-injury “meaningful societal roles.” This poster will present a project undertaken to investigate the role of serving as a peer-leader in the post-injury adjustment of a group of men and women with VASCI, specifically as related to their satisfaction with life and community competence. A mixed-methods, multiple case study was undertaken to understand the experiences of a group of individuals with VASCI who have served as peer-leaders, as well as a group of individuals with VASCI who have not served as peer-leaders. This poster will highlight both the case study methodology that was incorporated as well as preliminary results from the process of building theory around the primary research question: What is the role of serving as a peer-leader among individuals with VASCI? Implications for future research and practice will be presented.
[109] Developing Leadership Capacity Among Persons with a Mental Illness
C. West1, K. Bohmeyer1, V. Collins1, G. Meissen1, S. Ratzlaff1
1Self-Help Network, Wichita, KS; 2University of Kansas, Lawrence, KS

The Consumer as Provider (CAP) education initiative is designed to increase the skills and confidence of persons with mental illness. CAP is specifically designed so that persons with a mental illness will develop leadership skills, greater confidence and a feeling of competency as 1) individuals within the community, 2) providers within the social services system, 3) participants in post-secondary educational endeavors, and 4) volunteers and community leaders. Since the spring of 2000 the Self-Help Network, in partnership with several Kansas universities and community agencies, has developed and facilitated a CAP program in southern Kansas. Approximately 55 individuals have graduated from CAP. The CAP program is university-based and students receive college credit for participating. Students attend class at a local university and are exposed to topics such as: the recovery and strengths models of service delivery, professional ethics and interpersonal skill development. Students also participate in a 90-hour internship at a local social service agency practicing the skills they have been exposed to within the classroom. Quantitative and qualitative data across several variables has been collected in regards to CAP graduates’ competence, confidence and leadership skills. The poster will present and discuss the outcomes of this data.

S. Witucki1, C. West1, S. Ealey1, C. Childs1, H. Brandenberger1, G. Meissen1
1Self-Help Network, Wichita, KS

While self-help groups primarily focus inward on members’ concerns, over the past decade in which they exist has changed dramatically. Changes include professionals’ attitudes, the emergence of the internet and the evolution of today’s health care system. In an effort to understand the current dynamics and needs of self-help groups in light of these and other changes, the Self-Help Network administered a survey to Kansas self-help groups. The survey assessed 1) issues, concerns or strengths that self-help groups felt were most important to them and 2) the types of assistance self-help groups felt they needed from the community, professionals and self-help agencies. A similar needs assessment was completed in 1991. Findings from the two needs assessments have been compared and contrasted to analyze the changing needs and assets of groups over the past decade. This poster will present and discuss the outcomes of the current and past needs assessment and the differences and similarities between the two.

[111] Preventive Health Care Services for Minorities with Disabilities
K. Froehlich-Grobu1, K. Chaudhary1
1University of Kansas Medical Center, Kansas City, KS

Promoting and optimizing health for people with disabilities can contribute to reducing medical care expenditures as well as improving the quality of life for this growing population. Medical advances have increased the lifespan of people with disabilities, however many experience health conditions related to their disability in addition to being at risk for chronic conditions experienced by the general population such as obesity, diabetes, arthritis, and cardiovascular disease. While evidence reveals there are substantial disparities in the provision of preventive services between caucasian and minority populations, little data exists regarding the rates of providing preventive services to people with disabilities. Thus, this study examined health care providers’ reports of recommending and providing preventive services to people with disabilities from minority backgrounds. Health care providers in the Kansas City metro area completed and returned a short survey regarding their preventive health knowledge and practices. This poster will present results from this survey and provide conclusions and recommendations.

[113] Homelessness and Criminal Activity: Examining Patterns Over Time
S. Fischer1, M. Shinn1
1New York University, New York, New York

Past research has suggested that individuals who are homeless are more likely to commit subsistence-related crimes than non-homeless individuals, and that individuals who have a psychotic Axis I mental disorder are more likely to commit violent crimes. Using data from a longitudinal study, types of criminal activity were examined for 225 individuals who were homeless at their baseline interview and had been diagnosed with an Axis I mental disorder. After the baseline assessment, follow-up interviews were conducted every six months for three years. These interviews assessed housing stability and types of criminal offenses committed. It was hypothesized that homelessness would increase the likelihood that subsistence-related and violent crimes would be committed. Initial logistic regression analyses indicated that respondents were more likely to commit at least one subsistence-related crime the longer they had been homeless. However, homelessness did not increase the odds of committing a violent crime. Furthermore, contrary to prior research, a main effect for psychotic disorders predicting violent crimes was not found. To contribute to the growing knowledge in this area, these between-person analyses will be augmented by hierarchical linear modeling to further understand how individual changes in homelessness over time influence changes in criminal activity patterns.
[114] Researching Our Roots: Motivation and Meaning in Genealogical Inquiry
J. Hess

Genealogy has become one of the fastest growing hobbies in the nation. The popularity of discovering one's roots continues to increase and expand. Yet in all the websites, effort and excitement, not much attention has been given to what motivates the hunt for ancestors--why do individuals seek their roots? What does this search mean to them and how does it impact their lives? The objective of this project is to better understand why people seek knowledge of their heritage and to investigate the meaning and implications of this search. Specifically, this study attempts to understand the phenomena of roots-seeking from a community psychologist point of view—namely, as a possible illustration of the importance of psychological sense of community, a significant concept in the discipline. How well does 'seeking sense of community' with one's own ancestors reflect motivations in the genealogical community? What other motivations compete or substitute? How is this motivational discourse best described? Conclusions will be based on interviews with participants in various aspects of family history research, as well as a review of publications and articles disseminated both from within the genealogical community, and as reported by outside observers—newspapers, magazines, etc.

[115] Joy and Pain: Cultrual Narratives and Women’s Experiences of Childbirth
A. Run

In the year 2000, 57% of women between the ages of fifteen and forty-four had given birth at least once in their lifetime (U.S. Census Bureau, 2000). Research and anecdote both suggest that the birthing experience can be filled with intense emotions and physical sensations (Lowe, 1987; Moran, 1992; Peterson, 1996; Rhodes & Hutchins, 1994; Vaughan, 1985). The intensity of the experience can have a lasting psychological impact on women. Given the salience of this life event, it is important to gain an understanding of the nature of this impact. Psychology has traditionally focused on how the childbirth experience can result in negative psychological outcomes such as depressive symptomatology, postpartum depression, and post-traumatic stress disorder (Allen, 1998; Fisher, Astbury, & Smith; 1997; Hofberg & Brockington, 2000). Little attention has been paid, however, to: a) the positive psychological impact the birthing experience can have on women; b) what mediates and moderates the psychological impact of the birth experience; and c) women’s subjective experiences of the birthing process. This presentation will articulate a model that provides a more comprehensive understanding of the psychological impact of birthing on women with attention to the influence of cultural narratives surrounding birth as a moderating variable.

HIV/STD Theme

[116] Benefits of a Friendship-Based HIV Intervention for African-American Youth
S. Benhorin, G. Harper, M. Dolcini, S. Watson

Given that adolescent sexual attitudes and behavior are strongly influenced by peers, social network HIV prevention interventions have promise for reaching high-risk youth. This poster will present findings from a qualitative evaluation of an HIV prevention intervention for urban African-American youth, which was delivered to groups of 3-6 adolescents who were members of the same friendship network. Sixteen focus groups were conducted with youth following their participation in the intervention. Transcripts were entered into N-Vivo software to assist in coding, and conducting cross-case and comparative analyses. Results demonstrate high acceptability of the intervention. Both males and females revealed multiple benefits of attending the intervention with friends including feeling more comfortable, general satisfaction with the program, case in talking and expressing self, being able to reveal sensitive information, and feeling a sense of familiarity and an ability to relate to and understand each other’s experiences. Additional themes were presented only by males including feeling a sense of cohesion, the ability to protect each other, and feeling safe. These results suggest that delivering HIV and other health related prevention interventions within adolescents’ friendship networks may be more effective than traditional programs that include random groupings of youth in school or community setting.

[117] HIV Testing Among YAAMSM and the Moderating Effect of Setting
A. Mashburn, J. Peterson, R. Bakeman, R. Miller, L. Clark

This study examined the influence of individual characteristics and psychosocial variables on HIV testing among a sample (n=612) of young African-American men who have sex with men (MSM) from three-cities—Atlanta (n=256), Birmingham (n=209), and Chicago (n=147). Among the entire sample, men who were older and men who had a main male partner during the past year had higher rates of HIV testing. Social support, knowledge of HIV treatments, and knowledge of a comfortable place for an HIV test were also positively related to HIV testing. A significant moderating effect of the social context was found for the relations between HIV testing and three psychosocial variables. In particular, social support, peer norms about condom use, and knowledge of HIV treatments were not associated with HIV testing in Atlanta, but they were strongly associated with HIV testing in Birmingham and Chicago. The strongest influence on HIV testing across all three settings was knowledge of a comfortable place for an HIV test.
Implications of these findings for designing interventions to increase HIV testing are discussed.

[118] Violence Exposure Among HIV-Infected Survivors of Childhood Sexual Abuse
D. Tate 1, N. Hansen 1, K. Sikrem 1, A. Kochman 1, A. Fox 1
1Yale University, New Haven, CT
The prevalence of sexual abuse among HIV-infected persons is alarmingly high compared to rates of sexual abuse in the general population. Among HIV-infected adults, up to 53% of men and 76% of women have been estimated to possess a sexual abuse history. Within a sample of approximately 200 HIV-positive sexual abuse survivors, the purpose of this study is to describe the prevalence of exposure to non-sexual violence. The current sample is diverse with respect to gender (46% male, 43% female, 1% transgender), ethnicity (91% ethnic minority), and sexual orientation (48% heterosexual). Preliminary analyses indicate that participants experienced extremely high rates violence as witnesses (e.g., 78.5% have seen someone shot, stabbed or beaten), victims (e.g., 60% have been shot, stabbed, or beaten), and perpetrators (e.g. 67% have acted violently towards others). In addition, participants reported highly elevated scores on measures of traumatic symptoms. Findings are discussed in terms of health and mental health consequences of repeated violence exposure and multiple victimizations.

[119] Use of Partner Notification Services among PLWHIV
L. Sagrestano 1, A. Service 1, A. Rogers 2, M. Kittleson 1, P. Sarvela 1
1Southern Illinois University, Carbondale, Illinois; 2Delaware State University, Dover, Delaware
Partner notification (PN) refers to services provided by the public health system to identify and notify partners of HIV+ individuals. Two approaches to PN include patient referral, in which HIV+ individuals are encouraged to notify partners, and provider referral, in which HIV+ individuals provide names of partners to health care providers, who confidentially notify partners. Evidence suggests that provider referrals lead to more notifications than patient referral, suggesting that PN is an effective means of reaching those at highest risk. There is little empirical data on attitudes toward PN or why people choose provider versus patient notification. The current study examines the PN history of 664 PLWHIV interviewed for a statewide study. Results suggest that 72% of patients were offered PN, and 28% chose to use provider referral. Primary reasons for using provider referral included not wanting to do it themselves, being scared partners would be angry, feeling guilty, and not wanting to see past partners. Primary reasons for not using provider referral included planning to notify themselves, being scared, afraid partners would be angry for giving names, and not wanting to reveal partner’s information. Attitudinal predictors of usage and implications for increasing adoption of provider referral will be discussed.

[120] AIDS Stigma Manifestations: Experiences and Psychology’s Potential Contribution
N. Varas-Diaz MA 1, I. Segura-Garcia PhD 1
1University of Puerto Rico, Rio Piedras,
The HIV/AIDS epidemic poses multiple social challenges to people living with HIV/AIDS (PLWHA). These challenges are embedded in another type of epidemic which coexists with the biological one; that is an epidemic of stigma (Herak, 1999; Parker & Aggleton, 2002). Detrimental effects of stigma include the deterioration of interpersonal relations, negative psychological effects, and the deterioration of productive relations with health professionals. Research to understand AIDS stigma among Latinos/as or to develop interventions for its reduction is scarce. The objective of this study was to explore the stigmatizing experiences of PLWHA in Puerto Rico and their negative consequences. This objective was achieved through in-depth qualitative interviews with PLWHA (n=30) infected via drug injection, heterosexual or homosexual contact. With the information gathered an intervention module was developed and implemented to minimize stigma in a sample of health professionals (Varas-Diaz, 2002). A process evaluation of the module was also implemented. Results from the in-depth interviews evidence the diverse manifestations of AIDS stigma in social interactions with friends, family, and health professionals. Furthermore, differences in these manifestations by means of infection were evident. The components of the intervention as well as recommendations for future efforts will be presented.

Ethnic and Gender Identity Theme

[121] Reconsidering Women’s Perceptions of Sexism: The Effect of Sexual Orientation
D. Milillo 1, D. Quinn 1
1University of Connecticut, Storrs,
In contrast to traditional research on women’s perceptions of sexism which often essentialize women into one group, we seek to distinguish how women’s varying intimate involvements with men affect what lesbian, bisexual and heterosexual women perceive as sexist. We hypothesized that romantic relationships with men lend heterosexual women a stake in garnering the rewards, attention, or protection that accompany hostile and benevolent sexism (Glick & Fiske, 1996), such that heterosexual women perceive both forms of sexism less than lesbian and bisexual women. The 195 heterosexual women in the study endorsed both hostile and benevolent sexism more than the 98 lesbian and bisexual women as predicted. Also, while completing the measures, lesbian and bisexual women were more likely thinking of women as a group, whereas heterosexual women were thinking about male relationship partners. Third, lesbian and bisexual women had higher gender identification than heterosexual women, which related negatively to endorsing sexism. Instead of explaining these group differences in terms of a specific characteristic or attribute that render the psychology of sexual minorities non-normative, we posit that investigating normative heterosexual relationships as
well proves useful in explaining intergroup and intragroup differences in perceiving inequalities between men and women (Hegarty & Pratto, 2001).

[122] Effects of Parent Involvement and Teacher Expectations on Latino Youth
A. Darnell1, G. Kuperminc1, A. Alvarez1, A. Labov1
1Department of Psychology, Georgia State University, Atlanta, GA

This poster will examine effects of family (parent involvement), teacher (expectations of success) and school (academic climate emphasizing competition vs. cooperation) on the academic achievement of Latino/a youth. Parent involvement and teacher expectations are important predictors of school success in the general population and particularly important for Latinos/as (Steinberg et al., 1992; Hao & Bonstead-Bruns, 1998). Similarly, a competitive academic climate diminishes academic values and achievement (Roese & Eccles, 1998), perhaps especially so for youth from collectivist cultures. Girls and boys (ages 11-20) attending ethnically diverse middle (N=200) and high (N=129) schools (70-80% immigrants) reported on levels of acculturation (language use, generation status, etc.), parental involvement in school, perceived academic competence, and grade point average. Teachers reported expectations for each student. Analyses of the high school data indicated that parent involvement and teacher expectations were related to better grades and higher perceived academic competence. Competitive academic climate was associated negatively with academic competence. Further, teacher expectations were more strongly related to academic competence for less acculturated youth. Examination of the middle school sample will enable further consideration of developmental issues and possible implications of the findings for intervention with youth, parents, and teachers will be discussed.

[123] Native Cultural Identity, Health, and School Attendance for Rural Youth
K. van der Word1
1Simon Fraser University, Vancouver, BC

First Nations youth continue to face special challenges during the transition to adulthood, including geographic isolation, poor economic conditions, living in single parent families, or abuse. This poster will discuss the results from the Aboriginal Youth Health Survey (AYHS). The AYHS was a 127-item survey administered to 131 First Nations youth in B.C. The purpose of this study was to determine whether school attendance was associated with delinquency and health status for First Nations youth. Both participants in-school/graduated and youth who dropped out reported similar levels of delinquent behavior, and health and well-being. Participants were also asked to rate their sense of cultural identity, with male participants rating their cultural identity higher than female participants. There were no differences in cultural identity ratings for youth in-school/graduated and youth who dropped out, or for youth who had or had not been charged or convicted of a crime. Overall, patterns of help-seeking behaviors seemed similar for both youth in-school/graduated and those who dropped out, but youth in-school tended to go to their parents more frequently than those who dropped out. Limitations to this study and possible interventions to keep First Nations youth in school, and future directions will be discussed.

[125] Measurement Equivalence of Latino Adolescent’s Familism & Filial Responsibility
G. Ibanez1, G. Kuperminc1, G. Jurkovic2, J. Perilla2
1Oak Ridge Institute of Science and Education, Atlanta, GA; 2Georga State University, Atlanta, GA

The cross-national equivalence of the Familism measure (Cuellar, et al., 1995) and the Filial responsibility measure (Jurkovic, et al., 1997) was examined across samples of immigrant Latino adolescents (n = 129) and Mexican adolescents (n = 198). Familism (strong feeling of family loyalty, obligation, and solidarity) has been identified as a strong cultural value for Latino youth (Cuellar, et al., 1995). Similarly, filial responsibility refers to instrumental and emotional caregiving that youth often provide for their parents, such as language brokering, cooking, and taking care of siblings. Most studies have examined family processes among adolescents who have already migrated to the U.S., and fail to consider adaptations that may result from the migration process. Preliminary analyses show that the familism measure has significantly lower internal consistency among Mexican adolescents than among immigrant Latino adolescents in the U.S.; and that familism was more strongly related to family cohesion (used as a validity check) for the immigrant sample than the Mexican national sample. These findings indicate that the measure of familism lacks both item and functional equivalence, and points to the need for culturally sensitive research that can illuminate how the process of immigration affects fundamental attitudes about family (Suarez-Orozco, et al., 2001).

[126] Development of Gender Identity in Daughters of Lesbian Parents
M. Litovich1, R. Langbehn1
1Wesleyan University, Middletown, CT

The development of gender identity in six daughters of lesbian parents, ages 7-16, is empirically investigated via methods informed by community and feminist psychology. Parents participating in this study attempt to provide their children with broader gender definitions and possibilities, encouraging independent choice in areas such as attire and toy selection. Data analyzed from children's interviews suggest they tend to develop and display normative gender identities, dressing in typically "feminine" attire and playing with "girl's" toys. This finding extends the results of previous studies to date, suggesting that children of lesbian parents do not develop confused notions of gender identity. The present study, however, is less interested in what kinds of gender identities daughters of lesbian parents will grow to acquire, and more concerned with the process of developing and adopting a gender identity within these families. Because there are a number of influences on children's gender identity development, this analysis focuses on the family as the central mediating structure in children's lives, but also examines the roles of: adult role models, children's
peer groups, their own intrinsic tendencies, and the competing narratives of the family versus our society.

**Parenting Theme**

[127] Evaluation of Parenting Advice about Terrorism

R. Dolev

*University of Dundee, Dundee*

This paper provides an evaluation of parenting advice published on the Internet in the month following the September 11 terrorist attacks in America. Both the scale of the attacks and their shocking nature have left many American parents confused and unsure of how to support their children. The Internet was the one of the first mediums to identify the need for expert advice on parenting and terrorism, providing advice written by medical and psychological professionals. Drawing on the analytic concept of ‘interpretive repertoires’ an examination of the advice reveals that parents are constructed by the authors as a homogenous group, highly dependent on experts for advice and reassurance, and responsible for any negative outcomes for their children. The message communicated to parents is that there is a single best way to be a good parent in bad times. It is argued that the authors’ failure to acknowledge the diversity in American society coupled with the authoritarian and forceful tone they have adopted carries the danger of overwhelming parents and leading them to feel incompetent. Thus, despite the best of intentions, the authors’ advice might serve to undermine parents’ ability to cope effectively with this difficult situation.

[128] Parenting Under the Threat of Terrorism: Parental Perceptions

R. Dolev

*University of Dundee, Dundee*

The purpose of this study is to explore parental perceptions of parenting under the threat of terrorism. Given the important role that parents play in their children’s cognitive, social, and emotional development, the effect of terrorism on parents is a much under-researched area. Exposure to terrorism can put the entire family structure under great pressure, and may lead to changes in parenting styles and child-rearing strategies. The present study explores parental attitudes and perceptions of both physical and psychological threats that terrorism might pose to their children, as well as parental coping strategies, through the use of a self-report questionnaire distributed to parents of primary school-aged children. The study adopts a cross-cultural perspective, involving parents residing in countries exposed to varying ‘degrees’ of terrorism (Israel, United States, Northern Ireland & Scotland).

Preliminary findings suggest that most parents believe that their children are greatly affected by exposure to terrorism. However, they don’t take active steps to ensure the psychological well being of their children, such as sharing their feelings and encouraging children to express themselves. It was also found that parents’ perceived threat of terrorism did not necessarily coincide with the objective threat in the geographical area where they were residing.

[129] School Connection, Help-Seeking, and Well-Being for Native Students

K. Van der Werff

*Simon Fraser University, Vancouver, BC*

Research evidence indicates that varieties of factors are consistently associated with positive development and continued attendance in school for First Nations youth, including good physical and emotional health. This poster will explore data from the Adolescent Health Survey II (AHS) designed to measure variables such as physical and emotional health, school connectedness, and help-seeking behaviors. The McCreary Centre Society administered the AHS in 1998 to almost 26,000 students in Grades 7-12 including 1700 students who identified themselves as First Nations. First Nations youth who reported a higher connection to school were more likely to engage in health promoting, while lower connection to school was associated with health compromising behaviors. In most instances, First Nations youth reported that they would go to family or peers for help with problems, underutilizing professional services. This is not necessarily problematic for youth who are strongly connected to school and involved in cohesive and close family units. For youth in a sub-group who are not connected to school, or do not have strong family units, and also do not seek help from professionals, they will not have access to needed resources, supporting the notion that youth who need the most help are not seeking it.

[130] Delinquency and Substance Use among Adolescents Living with Same-Sex Couples

J. Wainright

*C. Patterson

*University of Virginia, Charlottesville, VA*

Current social policy questions indicate a need for the study of the offspring of same-sex parents. Past research has shown few differences on a variety of measures between children with gay or lesbian versus heterosexual parents, but few studies have focused on adolescents. Fewer still have used representative samples. The current research studied both normative development and individual differences in outcomes among adolescents living with same- versus opposite-sex parents. We studied families headed by either same-sex couples (N=50) or opposite-sex couples (N=50), drawn from the National Longitudinal Study of Adolescent Health, a nationally representative sample of adolescents in the US. The two family types were matched on a wide variety of demographic characteristics. We assessed risk-taking behaviors such as delinquency, alcohol use, smoking, and drug use, as well as possibly protective processes such as support from adults and peers. As expected, adolescent risk-taking was unrelated to family structure. Many adolescent outcomes were, however, associated with the quality of parent-adolescent relationships. In general, parental sexual orientation was not a good predictor of adolescent well-being, but family processes were significantly associated with important adolescent outcomes. Implications for public policy are discussed.
The Impact of Special Education Mediation on Parent-School Relationships

B. NORELL1, D. SALLEY1

1Michigan State University, East Lansing, Michigan

Productively managing conflict in ways that protect parent school relationships has become an issue of growing concern in special education. Increased mutual responsibility for decision-making has brought with it a higher degree of expressed disagreement and conflicts. Mediation, now federally mandated as an option to be made available in all special education cases, has been promoted as an appropriate process to manage these conflicts due in part to its ability to protect and even improve relationships (Mills & Duff-Mallams, 2000). To date, the post mediation relationship between parents and schools has received no empirical attention. This poster will present the results of a qualitative exploration into the impact of mediation on parent school relationships, as perceived by parents of special needs kids. Parents who participated in special education mediation were interviewed regarding their mediation experience and their perceptions of the post mediation relationship with the school. Results suggest that the impact of mediation on parent school relationships is complex, sometimes resulting in increased empowerment of parents in relation to the school and in other cases resulting in disempowerment and negative changes in the working relationship. This poster will address these conflicting outcomes by exploring differences across cases.

Evaluating a Parenting Program from the Participants' Perspective

L. STILLMAN1

1University of South Carolina, Columbia, SC

It is not uncommon for parent education programs targeting low-income minorities to have low retention rates. However, much less is known about the factors contributing to why some parents continue to participate. Specifically, getting participant perspectives on the costs and benefits of attending can inform program developers about how to maximize participation. This study examines what some of the costs and benefits of participation are. In addition, it examines parent attitudes about various program topics and structural features. Interviews with fifty parents participating in a multi-dimensional parenting program will yield information about what makes it hard for them to attend, what makes it worth it to attend, and what aspects of the program they find most helpful. The results will be used to improve the program itself in order to maximize its utility. The results of the study will also provide information on potential ways to maximize participation in parenting programs with similar populations.

Mother-Child Interactions, Language and Low-Income Children's Social Skills

L. SENA1, N. WINDSHEILD1

1University of Virginia, Charlottesville, Virginia

Mother-child interactions relate to low-income children’s social outcomes. The reason for this is unclear, but language may play a role. Language enables children to learn social skills from interactions with family members. It is hypothesized that language will mediate the association between mother-child interactions and children’s social skills. Mothers and their preschoolers (N=295) from the Job Opportunity and Basic Skills Training Program Observational Study engaged in teaching tasks that were coded to assess the quality of mother-child interactions (Egeland et al., 1995). Children’s social skills were measured using the Positive Child Behavior Scale and their language ability was measured using the Peabody Picture Vocabulary Test. Data satisfy criteria for mediation analyses because language is significantly correlated to social skills (r (295) = .20, p < .0005), and mother-child interactions are significantly correlated to language (r (346) = .26, p < .0005) and social skills (r (297) = .21, p < .0005). If hypotheses are confirmed, mothers may influence children’s social skills by teaching children language that then helps them to develop social skills, indicating that mothers influence children’s social development using cognitive means. Interventions designed to influence children’s social development may need to emphasize cognitive abilities.

Mapping Strategies Increase Parental Involvement in a Predominantly Black School

A. EDWARDS1

1Georgia State University, Washington, District of Columbia

When parents are involved in their children’s school, the academic experience of the child improves, the parents’ experience with the school is enhanced, and teacher expectations of parents and students increase and are more realistic. However, despite its benefits, parental involvement is often defined outside the experiences and expectations of parents, and its practice receives limited support and encouragement from schools and communities. This study sought to collaborate with parents in a predominantly Black high school of the arts in order to determine what strategies they would use to increase their involvement. Parents participated in a concept mapping exercise and completed statements regarding the strategies that they believed would help them to become more involved. Eight clusters resulted from the mapping exercise. Parents’ strategies centered primarily on advance notification (4.12), school improvements (3.92), PTSA involvement (3.74) followed by keeping up to date (3.37), activities for parents (3.14), needs (3.01) and fundraising (2.89). Pattern matches between parent groups indicated high levels of agreement between the groups (r=.94). A subsequent goal is to use these findings to design an intervention to increase parental involvement in this high school of the arts.

Mobilizing The Village: Collaboration to Increase Parental Involvement

A. EDWARDS1

1Georgia State University, Washington, District of Columbia

The African American community has struggled to obtain equal educational rights for its children and has often functioned as a village to ensure the acquisition of these rights. This communal aspect of African-Americans’ experience with the educational system permeates the history of Black parental involvement. As a result, community resources have
been mobilized on different social fronts such as the home, school, church and organizations designed to ensure improved or equal access to educational resources. These efforts ensured not only the education of children in the Black community but also the overall survival of the race. Survival was based not only on the actual benefits of an education on an economic level, but also on the sociocultural and communal benefits of establishing the existence of a Black intellect. This study sought to collaborate with parents in a predominantly Black high school of the arts in order to understand how they experienced their involvement. Data was collected using ethnographic interviews. Five major themes and five subthemes emerged from the data. The main themes were: communication and the subtheme knowledge, time, heritage of involvement, the child's presence, and perspective with the subthemes of uniqueness of information, emotional response, professional effect and concurrent processing. We shall use these findings in collaboration with parents to design an intervention to increase parental involvement.
Parent involvement in their child’s education enhances school outcomes for ethnic minority populations. Parent participation and satisfaction with community interventions depends on multiple factors, ranging from logistical barriers to more intangible elements. This roundtable discussion will feature an intervention designed to improve school readiness skills for Head Start children through encouraging parent-teacher interaction and parent involvement. This universal intervention, called The Companion Curriculum, impacts the ecology primarily at the micro- and mesosystemic levels. Participants included preschool children, parents, teachers, and staff at two Head Start centers with populations over 95% African-American. Barriers to participation in research and intervention by ethnic minority populations have often resulted in low levels of involvement. Given these concerns, examination of factors relating to enhancing participation by ethnic minority groups is a particularly relevant issue. Additionally, the growing expectations on parents to fulfill multiple roles including parenting, provider, and teacher must be considered. This roundtable discussion will present the specific strategies used to promote parental engagement in this intervention. These include measuring parent satisfaction with the program, mode of intervention delivery, culturally sensitive communication with families, and reduction of participation barriers.

[138] Community/Academic Partnerships in Action
M. Zimmerman, S. Morrel-Samuels

This symposium will address the process of turning research into action (and action into research) in three settings: an urban African American community in Michigan, a Hispanic and non-Hispanic white community in rural Colorado, and Native American communities in New Mexico. Academic and community presenters from the Centers for Disease Control funded Prevention Research Centers will discuss lessons learned in forging successful collaborations using examples from health and mental health-related research projects. Each Center's presentation will include university and community organization perspectives on the partnership. The Director of the University of Michigan PRC will moderate the presentations and audience involvement.

[139] Prevention Research Center of Michigan
M. Zimmerman, T. Reischl, E. Greene-Motan

Community research partnerships require models of collaboration that evolve with the changing conditions of the work. The Prevention Research Center of Michigan (PRC) includes a partnership among community-based organizations, a local health department, health services providers and two university campuses, that was built from a longstanding commitment to principles of equal participation. As it has developed, the partnership has created a framework for operation that includes methods for identifying research priorities, approving and monitoring projects, orienting new partners, and conducting business. As the scope of research has broadened, these efforts have resulted in organizational change within the partnership itself, as well as in each of its member organizations. At the same time, this evolution has placed new and increasing demands on all of the groups involved. To better understand this process, evaluation interviews with all partners were conducted after year 1 and year 4 of the PRC’s operations. The results of these interviews provide the basis for presentations by the chair of the PRC Community Board, who represents a small community-based organization, and the PRC evaluator. They will reflect on the findings from the evaluation from a community and university perspective, including issues concerning resource allocation, decision-making, and trust building.

[137] Engagement of African-American Families in a Parent Involvement Program
J. Mendez, R. Horwitz, D. Laporett, K. McKnight

Overview
Parent involvement in their child’s education enhances school outcomes for ethnic minority populations. Parent participation and satisfaction with community interventions depends on multiple factors,
The Rocky Mountain Prevention Research Center (RMPRC) is a partnership of community members, community-based organizations, local public health and health service providers in the San Luis Valley of southern Colorado and researchers at the University of Colorado Health Sciences Center in Denver, over 200 miles away. The RMPRC, funded by CDC in 1998, grew out of NIH funded population-based studies that had been going on in this region since 1983. Over two decades, the research agenda has evolved from researcher-driven studies on the etiology, natural history and risk factors of type 2 diabetes to studies on prevention which have been increasingly driven by partnerships in the community. Community input and engagement has occurred in a variety of ways. Three distinct 'advisory' groups have functioned at different times in this history. The methods for forming the advisory group and group function have changed as the research goals have changed and as researchers have begun to learn and incorporate principles of participatory research. Partnerships have also developed between researchers and individual community members and agencies. Information about community needs, resources and concerns has been obtained through ethnographic studies, population-based surveys and through these partnerships. The nature of these community partnerships, lessons learned and current struggles will be described.

University of New Mexico Center for Health Promotion and Disease Prevention

What Could Have Been: The History of Psychology

What if Women Were the Normative Standard?

What if the Rat was Brown?
contextual framework of investigation, of embracing varying ways of knowing or epistemologies, of collaborating, as well as other values and tenets central to an African or African-American perspective will be discussed.

[145] Communities vs. Individuals as the Level of Analysis
A. Patten McGuire1
Vanderbilt University, Nashville, TN

The history of psychology is largely the history of the attempt to understand individual behavior. Theorists as early as Aristotle and as central to the field as William James took for granted that the individual is the appropriate level of analysis for examining natural phenomenon, identifying problems, and locating solutions. The dominance of this Western ideal is seen in psychological paradigms that emphasize clinical diagnosis and medication rather than systems approaches, a justice system that attempts to change individual behavior with little regard for its context, and an educational system that fosters competition rather than collaboration. While community psychologists have called for expanding the levels of analysis to include families, communities, and other collectives, doing so has proven difficult. One challenge is that it requires new methods and theories that capture the dynamics of community life. Theorists have introduced some innovative ideas for studying this level of analysis, including behavior settings, barometers of community change, and models based in systems theory. The challenge before us is to expand the repertoire of these tools in order to collect, classify, and analyze the data about communities that is relevant to the questions we seek to answer and problems we seek to solve.

[146] What if Psychology, Physiology, and Philosophy Were All One?
H. Davidson1
Vanderbilt University, Nashville, Tennessee

The World Health Organization attempts to put forth a holistic understanding of wellness by defining health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. However, the mind-body debate not only continues to be a topic of academic discussion, it is also actively played out in present day health services. What if psychology had never “intellectually” separated from physiology? The purpose of this talk is to discuss historical ideas where holistic care was encouraged and examine how various communities set up systems to support this philosophy.

TH 10:30AM-11:45AM Science LH3

[147] Partnership to Prevent FAS: Uniting Communities in a National Concern
R. Buchanan1
Westat, Rockville, MD

CSAP’s Partnership to Prevent FAS is a public health education program designed to prevent fetal alcohol syndrome by promoting healthy behavior during pregnancy. Recognizing that health behaviors occur within a social context, the program is community-based and targets women’s significant others (family/friends/peers) in addition to pregnant women. As a program that is federally funded yet community-based, the Partnership has to balance program fidelity with adaptation to the diversity of local communities. This symposium will elaborate on this challenge and examine how it was met through interdisciplinary collaboration among staff, formative research with program audiences, and partnerships with indigenous community groups.

[148] The Challenges of Partnership: CSAP and Community Roles
G. Ensley1
SAMHSA/CSAP, Rockville, MD

The project officer will provide an overview of the rationale for designing this program as a partnership between the federal government and community-based organizations and will provide examples of the ensuing challenges. In general, CSAP’s role in this collaboration is to provide resources (e.g., communications strategic plan, campaign materials, training/TA), while the role of the local partners is to disseminate the campaign’s messages and materials. The benefits of this collaboration for CSAP include a level of local credibility and access to the primary audiences that would be impossible for outsiders to attain within the timeframe of the campaign. CSAP also benefits from community partners’ in-depth knowledge of their communities, including cultural nuances that need to be taken into account. In return, implementing the campaign through established community-based organizations provides an opportunity for CSAP to increase local capacity (e.g., through training and TA) so that it becomes a learning experience for stakeholders who will remain in their communities long after CSAP ceases to be present. Of course, collaboration also requires compromise and this presentation will discuss issues where federal and local points of view have differed (e.g., infusions of federal dollars and implications for sustainability, local versus universal approaches to translation).

[149] Incorporating Diversity in Materials Development
G. Miller1
Westat, Rockville, MD

This presentation will discuss the ways in which regional, gender, and cultural differences were uncovered by formative research and incorporated in the development of standardized messages and materials. A total of 27 focus groups were conducted across the four pilot sites (Dona Ana County, NM; East Baton Rouge Parish, LA; Erie County, NY; and Sumter County, SC), which were chosen for their geographical and cultural diversity. Within each site, focus groups were conducted with women who were or had been pregnant within the last five years and with significant others, stratified by gender. In addition to sampling from diverse communities, efforts were made to understand subgroups within communities (e.g., in Dona Ana County, groups were also stratified by language preference). While many similarities emerged across the sites, gender, and
The decision to define a variety of local partners (e.g., health care/social service providers) as secondary audiences reflects an understanding of the importance of social networks. This perspective proved important in refining messages and materials. For instance, of two graphical approaches tested, participants preferred one that focused on “body language” over one that focused on group shots, in part, because they perceived these pictures to be more universally appealing, whereas they felt the models in the group shots would need to “look like them” in order for them to relate to the materials.

Tailoring the Program: Partnerships with Community Groups

M. Miscally1, A. Zamora2

1Westat, Rockville, MD; 2Ben Archer Health Center, Hatch, NM

Co-presenters (3) representing the federal project staff and one of the pilot communities (Dona Ana County, NM) will discuss the ways in which four pilot communities (i.e., indigenous community groups) have taken the standardized messages and materials developed by CSAP and tailored dissemination strategies to meet the needs and characteristics of their respective communities. Specifically, each site used a unique mix of interpersonal channels, mass media, and promotional activities to market the behavior (i.e., avoidance of alcohol) to pregnant women. For example, Dona Ana County launched the program to the public through a series of community baby showers, non-alcoholic drink contests, and health fairs, which were held in three different locations to communicate the importance of FAS prevention throughout the county. The launch was followed by dissemination efforts led by community health outreach workers (“promotoras”), who distributed materials, reinforced messages, and gave “how to” tips for avoiding alcohol during pregnancy in a culturally appropriate manner. Similarly, the other three pilot sites used their knowledge of their communities to plan appropriate promotion/marketing activities. Further details on site specific use of channels and promotional strategies will be provided during the presentation.

Integrating Community Psychology and Social Marketing

R. Buchanan

1Westat, Rockville, MD

This presentation will discuss ways in which interdisciplinary collaboration among staff trained in community psychology and social marketing yielded a conceptual model that ensured consistency across implementation sites, while allowing enough flexibility to take local variation into account. For example, one source of consistency for the program across sites is the definition of the target audiences (an early step in social marketing). The choice of preconceptional/pregnant women who drink at light to moderate levels as one of the program’s primary audiences reflects community psychology’s commitment to primary prevention, while selection of women’s significant others (e.g., family/friends/peers) as a second primary audience reflects an understanding of the importance of social networks. The decision to define a variety of local partners (e.g., health care/social service providers) as secondary audiences extends this understanding to formal sources of support and allows communities to nominate networks of relevance, which differ by site, allowing adaptation to local variation. Another source of program consistency is the Partnership’s communications strategic plan, which emphasizes a positive tone reflecting an emphasis on strengths/empowerment. While the messages remain constant, the communications plan explicitly recognizes that appropriate channels for disseminating the message will differ by community. Additional interdisciplinary strategies will be discussed.

Discussion of the Partnership to Prevent FAS

S. Crosse

1Westat, Rockville, MD

The presenter will discuss themes that emerge in the course of the symposium and will facilitate a discussion with the audience regarding the challenge of balancing program fidelity with adaptation to the diversity of local communities.

Diversity in Low-Income Families: Father Involvement and Policy Implications

M. Wilson1, G. Hffiawi2, A. Chambers2, L. Woods1, L. Killos1

1University of Virginia, Charlottesville, Virginia

Overview

The purpose of this roundtable is to initiate and encourage a discussion about issues related to father involvement and policy. Data from the Fragile Families Project will be presented and discussed. The Fragile Families Project is a longitudinal study that was designed to increase understanding of non-marital childbearing and examine the consequences of welfare reform and the role of fathers in unwed families. Sociodemographic characteristics of low-income fathers, the quality of the mother-father relationship and its impact on father involvement and child well-being, and the impact of fathers psychological and physical health on familial involvement will be discussed. Specifically, the within group diversity of low-income families and fathers is explored. The authors will facilitate discussion about the different individual and ecological challenges facing low-income fathers and their families. Recommendations for incorporating diversity into initiatives and programs addressing the needs of low-income families will be explored.

Storytelling to Explore Cultural Identities

R. Black1, H. Hamerton1

1University of Waikato, Hamilton.

Storytelling is a powerful way to resist the “cultural blindness” experienced by many “dominant” group members since it provides a means for critically examining what has been previously taken-for-granted in our lives. Telling and listening to stories combines analytical and creative functions and enables people to
connect with one another at many different levels. Through telling stories we access the fullness of our own lived experiences. Previously unnamed cultural attributes become exposed in the sharing of stories within a cultural frame. From our (Pakeha New Zealanders) experience of engaging in group discussion about our identities as dominant-group members we found that the urge to share our stories was irresistible. It also proved to be a fruitful way of opening up the space for cultural talk. These stories bridge the gap between individual identities and a sense of collective cultural identity. Opportunities for personal and social change come about, according to Julian Rappaport, through the telling and reading of “the community narratives of our own time differently, so that they reveal and expose rather than hide the terror a step toward helping to recast narratives in ways that liberate” (2000, p.3). This storytelling session will be informal and include the telling of, reflecting on, listening and responding to our cultural experiences through discussion, debate and dialogue. Participants will be invited to share personal recollections from our lives and the values we learned within our families and communities. Some of the questions that participants might wish to consider in thinking about their stories are: • What are my childhood learnings about cultural difference? • What situations or experiences led me to thinking about my individual and/or cultural identity? • Who was important in the process of forming a cultural identity? • When did I develop an awareness of privilege and oppression within and between cultural groups? • How do I maintain a privileged or oppressed cultural identity? The aims in sharing our stories are to name ourselves as cultural and to find a language for expressing our identities in ways that make visible the norms and assumptions of the culture-defining group (Tyler, 1992). We are convinced that this is a legitimate task within a social justice agenda as a contribution to more just relationships with indigenous and non-dominant cultural groups. Rappaport, J. (2000). Community narratives: Tales of terror and joy. American Journal of Community Psychology, 28, 1-24. Tyler, F. (1992). Ethnic validity: A model for families on uncharted seas. Journal of Social Distress and the Homeless, 1, 203-222. Ms Rose Black is a community psychologist based at the University of Waikato. She is currently using narrative methodologies to research Pakeha cultural identities for her PhD. This work builds on previous research in both Mental Health narratives of recovery and Pakeha culture. She has many years of experience facilitating and participating in groups exploring cultural issues. Dr Heather Hamerton is a community psychologist based at the University of Waikato. Her doctoral thesis used memory-work as a basis for group discussion of women’s memories of adolescence. She is experienced in group facilitation and has been a participant in groups sharing narratives of cultural identity development.

[155] Exploring Community Psychological Praxis in a Value-Laden World
J. Hess
University of Illinois, Champaign, IL
Discussants: P. Dorey, Vanderbilt University

“The hallmark of science is investigation and examination, in all its forms. A scientist has no obligation to stop with empirical investigation. If the assumptions and values that are used to understand particular phenomena become problematic, creative scientists investigate those assumptions” –Brent Sfije, Past President of APA 24, Theory of Psychology

This symposium reflects an exploration of values management in community psychology—an issue more frequently recognized as problematic in light of increasing awareness that values and assumptions are implicit— if not explicit—in scientific praxis. What does addressing them directly mean for our work in communities and as communities? Critical, hermeneutic, ethnomet hodological & phenomenological ‘takes’ on value differences will frame symposium dialogue on the issue.

[156] Critical Perspectives on Values
D. Fryer
Community Psychology Group, University of Stirling, Stirling.

‘Value free’ social science is neither possible nor desirable. Most so-called ‘value free’ research simply colludes with the oppressive values of the status quo. However, both ‘value-relativism’, where all sets of values are positioned as equally acceptable, and ‘value absolutism’, where one set of values is privileged over all others, are equally unacceptable. Moreover, the very notion of ‘values’ is problematic. It facilitates psychologism since values are typically thought to characterise persons. It facilitates egocentrism in that the values receiving attention are typically those of community psychologists. It facilitates cultural insensitivity since the expectation that values are consistent from culturally and socio-historically specific project to project violates community psychological requirements of diversity. It facilitates top-down rather than bottom-up ways of working since it positions the origin of community praxis in the psyche of the community psychologist. One alternative is to focus on ‘interests of stakeholder groups’ rather than ‘values of community psychologists’. This repositions ethical issues external to ourselves; requires collective engagement; reaffirms accountability to oppressed and powerless communities; requires bottom-up, collaborative working in line with ‘others interests’ rather than top-down prescriptive working in line with our ‘own values’.

[157] A Phenomenological Analysis of Value Conflicts
F. Vernon
Rutgers University Psychology Department, New Brunswick, New Jersey

This study provides a phenomenological analysis of value conflicts (and their possible resolution) as
they occur within the context of efforts to develop power-based, grassroots organizations. To clarify the theoretical issues at stake, a grassroots-based, Alinsky-style intervention strategy (Alinsky, 1989) is compared to non-grassroots-based efforts. Two case examples are used to illustrate a phenomenological approach to the appreciation of differences and commonalities. These case examples also introduce Husserl’s phenomenological method and ontology (Husserl, 1973) and illustrate the theoretical ramifications of Husserl’s account of conjunctive or “bonding” relations as compared to traditional empiricism’s emphasis on disjunction and independence. Practical implications are explored along three lines: first, phenomenology’s implied emphasis on the heightening of self- and other-awareness; second, the importance of adequately apprehending and “mirroring” others contextualized value orientations; and finally, the crucial role of subjective experience in developing and strengthening personal, one-on-one relationships, which are argued to be the “building blocks” of effective community interventions. References: Alinsky, S. D. (1989). Rules for radicals: A pragmatic primer for realistic radicals. Husserl, E. (1973). Phenomenology (R. E. Palmer). In R. Zaner & D. Ihde (Eds.), Phenomenology and existentialism (pp. 46–71).

[158] Objectivism Versus Relativism: Philosophical Hermeneutics as Third Alternative
J. Hess

As in enlightenment scientists’ reaction to abusive kingly subjectivity, scientists today feel the importance of differentiating their inquiry and their efforts from the aggressive rhetorical games of advertisers, politicians, etc. The post-modern invitation to address values, then, is understandably seen as a challenge to the role and status of science in society. Beyond such fears, however, is an increasing understanding that we either address values or we ignore them; and that continuing engagement of values is essential. Drawing on the writing of Gadamer & Levinas, I re-articulate ‘objectivism’ as a reflection of a human impulse to both engage our lived experience sensitively and to walk gently in putting our own ‘pre-understandings’ into play. Similarly, relativism can be thought of as emanating from an impulse to maintain one’s pre-understandings genuinely open to being ‘added to.’ While rejecting an eclectic solution that mixes contradictory assumptions, I propose philosophical hermeneutics as an articulation of dialogue—the experience of ‘learning to talk to each other’—that addresses both objectivist and relativist impulses while avoiding their tendency towards neutrality.

[159] Science, Values and Discourse in Community Psychology
J. MacK

The criticism that CP too frequently sacrifices "scientific objectivity" for "values" misrepresents the relationship between science and ethics. The "purity" of science is always mitigated by context. This involves choices: from the object of study, to methodology, to the role of the investigator. For CP, observation inevitably implies participation, even activism. Can or should such involvement ever be "value-free"? Yet the emperor's cloak of "scientific objectivity" continues to intimidate. The ground rules of established "science" - from the narrowness of dominant methodological paradigms to the politics of grants and publications - allow for only minimal deviation from doctrines that buttress the status quo. These assumptions tilt the scale away from understanding the root causes of the violence that now threatens civilization. They insure continued ignorance of the connections between power and oppression - an otherwise obvious focus for our discipline. "Objectivity" is enforcing a set of values that resist change. Authoritarianism and distortion are antithetical to scientific understanding while ethics is not. Discourse lies at the intersection of science and value. We must elevate our discourse not by excluding value, but by laying forth those values that make our science humanly meaningful.

TH 10:30AM-12:00PM Kennedy Lounge

[160] It's Not About Education: Schooling for African American and Latino Students
J. RAPPAPORT1, T. MOORE1, G. HUNT1
1University of Illinois at Urbana-Champaign, Champaign, Illinois

Public schools often fail to serve their African American and Latino students. We demonstrate this in the context of a particular school system. Five problems are presented in the context of local as well as national conversations. Case examples, observational and archival data illustrate dilemmas faced by families of color. The overarching lesson that emerges is that schooling for children of color is not about education so much as social control, professional power struggles and a failure of imagination. Each presenter will provide a written paper. Verbal presentations will be limited to allow time for discussion with the audience.

[161] The Overemphasis on Discipline in Our Schools: A Cautionary Tale
A. CLARK1, K. KURLAKOWSKY1
1University of Illinois, Champaign, Illinois

Although debates about classroom discipline techniques have long been common in the field of education (Butchart, 1998), there are relatively few cautions about the potential for a teacher’s focus on discipline to undermine classroom learning. In the educational literature it is often asserted that, in order for students to learn, any misbehavior must first be “managed” (e.g., Gnagay, 1981; Levin & Nolan, 1991). However, the unforeseen consequences of encouraging quiet, efficient, hands-off learning remain largely unexamined, as do the culturally- and professionally-bound assumptions about which behaviors are inappropriate (Beyer, 1998). Responding to the need for greater critical discussion of the focus on discipline in our schools, the current paper provides a cautionary tale. Specifically, observations from an elementary school serving
primarily African-American students are used to illustrate the ways in which a focus on behavior management can detract from student learning. Particularly emphasized is the relationship between student race and behavior control, suggested by community narratives about the misbehavior of the school’s students and by the broader school district’s heightened “management” of African-American student behavior.

[162] It’s Not About Education: The Rise and Fall of a Charter School
E. MATTISON
1University of Illinois at Urbana-Champaign, Champaign, IL

This paper explores the experiences of eight community members’ attempt to create a charter school in a racially polarized school district. The author started from a framework that questioned the nature of the local context as it relates to public schools and how the development of a charter school came into being at this particular time. This framework allowed the author to explore the catalysts in the local community (e.g. equity audit, school climate survey, consent decree) that sparked community organizing for the creation of a charter school to address racial disparities in achievement. Given the local context which fostered the creation of a charter school, this paper next examined the conditions under which the proposal for the charter school was systematically denied by the local school district. Several themes emerged from the data: students as units of funding, institutional racism, resistance to change, and others which will be examined. These themes highlight how the denial of the charter school was not based on serving the educational needs of students, but rooted in the socio-political context of this school district that operated to maintain the status quo.

[163] After-School Programs as a Vehicle for Community Development
N. PEARCE
1University of Illinois at Urbana-Champaign, Champaign, IL

Evidenced by the recent meeting of a committee sponsored by the National Research Council and the Institute of Medicine to look at Community Programs to Promote Youth Development, there is renewed interest in the potential for community based after-school programs to facilitate positive development by providing opportunities for young people to be engaged in novel ways that will prepare them to meet the challenges they will face in society (Larson, 2000). This developmental approach may be useful for public schools where opportunities to be engaged in novel ways go against a culture of “teaching to the test.” It is argued here that along with being a place to do homework, after-school programs can promote parent involvement and serve as a bridge to the community. In pursuit of these goals a project was carried out within the context of an elementary school with a history of below average test scores, inconsistent parent involvement and absence of strong community involvement. This paper will highlight the existing strengths of the school and how they were tapped to meet the needs of the students and adult stakeholders.

[164] Parent Involvement: It’s Not About Cookies
J. BRACEY, E. MATTISON
1University of Illinois at Urbana-Champaign, Champaign, IL

Research has found that parental involvement plays a significant role in the academic achievement of students (e.g., Comer, 1980). It has also been shown that racial/ethnic minority and poor or working-class parents have significantly lower levels of involvement in their children’s schools than White or middle-class parents (e.g. Abrams & Gibbs, 2002). The focus of this paper is to explore current barriers to parent involvement and discuss ways in which the involvement of African American and lower SES parents can be increased. We contrast how parents and teachers conceptualize parental involvement in early education and examine the implicit and explicit roles they find to be acceptable and/or necessary to play in their children’s education. Further, we investigate ways in which parents attempt to negotiate their insider-outsider perspective as both primary agents of their children’s education but marginalized guests in the actual school setting. Data from the parent version of the School Climate Survey (Aber, Meinrath, Johnston, Rasmussen, & Gonzalez, 2000) and follow-up interviews and observations of parents and teachers within a mid-sized, predominantly African American elementary school are analyzed.

[165] This Is Not About Language: The (Mis)Education of Latino/a Immigrant Students
M. REYES CRUZ, M. MIRANDA LUGO
1University of Illinois at Urbana-Champaign, Champaign, Illinois; 2Parkland College, Urbana, Illinois

In the last ten years, the United States Latino/a population has increased dramatically in the Midwest and the South (Santiago-Valle, 2002). Schools in relatively ethnically homogenous towns are just beginning to grapple with the demands that Latino/a students and their families pose to their institutional cultural practices. In facing the challenge, schools have focused on “language issues” (e.g., providing translation services, implementing English as a Second Language programs). However, well intentioned “language interventions” are colored by issues of racial and ethnic prejudice, ethnocentrism and power struggles (see Valdés, 1996; Valenzuela, 1999). This paper will discuss how stories of Latino/a immigrant students’ academic successes and failures are not about language ability but about the social context that provide (or not) an environment for realizing the students’ potential. Data on the educational experiences of immigrant and non-immigrant Latino/a students will be used to illustrate how educational outcomes depend (or not) on language acquisition. Finally, reflections on how to support the academic success of Latino/a students in culturally relevant and politically responsible ways will be presented.
[166] State Policy Development through Evaluation/Research: The Rhode Island-Yale Partnership

J. Tebes1, J. Kaufman1, C. Ripple1, C. Connell1, E. Ross1, S. Bowler2, C. Crusto3, L. Saunders4, D. Fulara5, J. Popp6

1Yale University, New Haven, Connecticut; 2Rhode Island Department of Children, Youth, and Families, Providence, Rhode Island

Discussions: J. Emshoff, Georgia State University

This session provides an overview of a 10-year partnership between the Rhode Island Department of Children, Youth, and Families (DCYF) and The Consultation Center of Yale University. Beginning with a small contract to provide evaluation services for a Child and Adolescent Service System Program (CASSP) grant in the early 1990s, this successful public-private partnership has been sustained through several evaluations and research initiatives funded with federal, state, and private monies. The basis for the collaboration is the provision of evaluation and research services provided by Yale to inform data-driven decision making by managers in the three major divisions of DCYF: child welfare, juvenile justice, and child behavioral health. This symposium will provide examples of different types of research studies and evaluations that have been conducted on behalf of the department in collaboration with state agency personnel, parents and family members, community service providers, and funders, and illustrate how these activities have informed state policy development.

[167] The Rhode Island Data Analytic Center: Passages on a 10-Year Journey

J. Tebes1, J. Kaufman1, C. Ripple1, C. Connell1

1Yale University, New Haven, Connecticut

This presentation provides an overview of the 10-year history of the Rhode Island-Yale partnership beginning with the initial pilot grant to evaluate CASSP system of care services in children's mental health and culminating with the current Rhode Island Data Analytic Center which serves as the hub for departmental research and evaluation services. This overview summarizes the various evaluation and research initiatives that were conducted during this period, how they were funded, and their relevance to the development of state policy. Also discussed are various ways in which the relationship was sustained through the years, compromises made by both parties, and opportunities that emerged which made the collaboration mutually beneficial.

[168] Evaluating Systems of Care for Behavioral Health and Juvenile Justice Services

J. Tebes1, J. Kaufman1, C. Connell1, E. Ross1, S. Bowler2, C. Crusto3

1Yale University, New Haven, Connecticut; 2Rhode Island Department of Children, Youth, and Families, Providence, Rhode Island

Over the past 20 years, systems of care have become a central organizing framework for the conceptualization and delivery of children's behavioral health services. Such systems provide comprehensive services to children and youth with serious behavioral health problems. Under the best of circumstances, systems of care function through multi-agency planning teams that involve key community stakeholders, such as service providers, parents and other family members, state agency staff, school personnel, social service and health care providers, and others to assess an individual child's service needs, identify appropriate services, and track their effectiveness. This presentation will describe two longitudinal evaluations conducted in collaboration with Rhode Island DCYF that involve the children's behavioral health system and the juvenile justice system, and discuss how findings from those studies were used to inform state policy.

[169] Conducting Research through the Use of Administrative Databases

J. Tebes1, C. Connell1, J. Kaufman1, C. Ripple1, L. Saunders2

1Yale University, New Haven, Connecticut; 2Rhode Island Department of Children, Youth, and Families, Providence, Rhode Island

This presentation will focus on the ways in which administrative data can be used for research to inform data-driven decision making and policy. Examples will be drawn from several administrative databases used by Rhode Island DCYF to track child welfare services and outcomes. One emphasis in these analyses is the identification of risk and protective factors associated with outcomes of children and youth who have been victims of abuse or neglect. Such factors can be an important tool in data-based management decision making, particularly when they are examined in relation to longitudinal child welfare outcomes (e.g., recurrence of allegations, exits from out-of-home foster placement, re-entry to foster care system following return to parental custody). Implications for targeting of resources for high-risk children and youth and how these data have informed child welfare practices will be discussed.

[170] Improving Community Services through Assessment of Agency Performance Indicators

J. Tebes1, C. Ripple1, J. Kaufman1, C. Connell1, D. Fulara5, J. Popp6, E. Ross1

1Yale University, New Haven, Connecticut

Over the past 10 years, performance indicators have been used as a means to ensure the quality of services across community-based programs and services. Although early efforts at instituting performance indicators emphasized meeting agency task and process objectives, more recent efforts have focused on the need to assess service outcomes for individual family members and consumers of services. This presentation describes how agency performance indicators were successfully implemented in Rhode Island for child welfare, juvenile justice, and child behavioral health services using a collaborative process involving agency providers, state department personnel, and family members. The presentation concludes with several examples of how the data collected was used to evaluate services and shape state policy.
Society for Community Research and Action 9th Biennial Conference

[171] An Inside View: The State Agency Perspective of the RI-Yale Partnership
S. Bower1, L. Saunders1
1Rhode Island Department of Children, Youth, and Families, Providence, Rhode Island

This presentation discusses the Rhode Island-Yale partnership from the perspective of two leadership staff in the Rhode Island Department of Children, Youth, and Families. How evaluations and research studies are conceptualized within the partnership, how funding is secured for evaluation and research, and how findings are used to inform practice and policy are discussed. Examples are provided from the three major service divisions of the department: child welfare, juvenile justice, and child behavioral health.

TH 10:30AM-12:00PM Sinnerg 100

[172] Neighborhood Voices: Data Sources and Stories for Implementation and Evaluation
L. Van Egerten1
1Michigan State University, East Lansing, Michigan
Discussants: P. Foster-Fishman, Michigan State University

The stories embedded in community neighborhoods are far richer than can be revealed in survey data alone and can comprise the difference between effective programs and ineffective programs. This symposium presents data derived from a broad variety of methods and sources utilized as part of the implementation and evaluation of a comprehensive community initiative. These methods—conversations with residents, observations of the targeted neighborhoods, discerning photographic images, and surveys examining resident attitudes about their neighborhoods, social environments, economic and educational circumstances—enabled different voices to emerge and different stories to be told.

[173] Understanding Neighborhood Capacity and Levers of Change: Focus Group Strategies
S. Berkowitz1
1Michigan State University, East Lansing, Michigan

Research and evaluator roles surrounding a comprehensive community initiative (CCI) in its earliest design and implementation stages can present a complex web of demands for knowledge. As evaluators, there is inherent interest in developing “theory of change” models and identifying early baseline measures of theory of change constructs. Further, evolving design and implementation efforts require indigenous input on local context, resident perceptions, and preferred strategies for engagement. This paper presents the focus group strategies used with adult and youth community members as a first line of inquiry within a large-scale CCI evaluation effort. Focus groups were conducted with 131 adults and 90 youth to assess potential neighborhood interest in and concerns about the initiative, to identify resident hopes and dreams as an initial framework for understanding targeted ultimate outcomes, to identify preferred strategies for engaging youth and adult residents and launching implementation processes, and to assess community capacity and needed supports for change efforts. Our experience in this context illuminates the use of initial focus group feedback in theory of change development and as a complement and validity check for survey data collection; and highlights the inherent tensions and strategic considerations of focus group methods in early-stage CCI efforts.

[174] Photovoice: Understanding the Contextual Canvas of a CCI
B. Nowell1, S. Berkowitz1, L. Thorp1
1Michigan State University, East Lansing, Michigan

Photovoice is a participatory action research method that puts cameras in the hands of participants as a way for them to document and discuss important aspects of their lives. This is accomplished through the act of photography, writing about the significance of the photos, and engagement in reflection and discussion with other Photovoice photographers. As an action research method, Photovoice is a powerful tool for resident empowerment, providing opportunities to influence policy makers and facilitate grassroots organizing. Utilized within the context of evaluating a CCI, Photovoice can also complement other evaluation activities. First, analysis of photo topics and issues discussed during reflection meetings provides detailed descriptions of what residents value, what strengths exist in their lives, and what changes they would like to see occur, helping to deepen the project’s understanding about outcomes of concern to residents as well as assets that can be built upon. Second, through Photovoice, residents provide the community initiative with indigenous explanations of how change happens around various issues. Finally, and perhaps most importantly, Photovoice provides the research team with a window into the lives of residents, contributing rich contextual information that can help the research team to better understand and interpret data gained from other evaluation activities.

[175] Ecologically Valid Surveys: Telling Resident Stories with Quantitative Data
C. McCarthy1, N. Thomas1
1Michigan State University, East Lansing, Michigan

Survey instruments can provide a relatively comprehensive and cost-effective way to capture immediate, intermediate, and ultimate outcomes over time—but can be intimidating to residents wary of traditional research methods. In this study, the door-to-door (D2D) longitudinal survey provides a frame within which to examine the relationships between the initiative’s activities and localized youth and adult assets. Using a purposive sampling strategy focused upon youth and adults at the face block level, “ecologically valid” neighborhood clusters were established around key face blocks. Based on the thinking of residents, community connectors, and the evaluation team, a theory of change was generated to guide the evaluation plan and subsequently the development of the survey. The design allows for tracking changes in the social ecology of individuals and families across the time span of initiative activities. Moreover, resident participation in both survey development and data collection enhances the ecological validity of the resulting information.
Combining data from the D2D survey with results from the other assessments, linkages between the initiative activities and quantifiable changes in residents’ lives can be identified and examined.

[176] Block Inventory: Describing the Physical Environment of Residents
N. Thomas¹, C. McCarthy¹
¹Michigan State University, East Lansing, Michigan

Residents’ perceptions of neighborhood physical characteristics have been linked to their attitudes about the community such as satisfaction with the neighborhood and feelings of safety. Relatively few studies, however, have used observers to inventory the physical characteristics of neighborhoods in a systematic fashion; those that exist have focused on inner-city areas. Resident youth and adults participated in the development, piloting, and revision of a block inventory instrument. Ratings of 217 face blocks demonstrated good to excellent inter-resident reliability. Moreover, engaged discussion sessions with the raters provided insight into contextual explanations for observations, reasons for rater disagreement, and neighborhood characteristics either infrequent or overlooked in assessing these small-city blocks. Block inventory data can form a useful measure of change in neighborhood disorder when assessing the effectiveness of community mobilization efforts. In addition, in comparison with other data sources about neighborhood characteristics such as resident perceptions or census data, block observations can provide useful targets for change that can be incorporated into program development and provided to residents themselves. Finally, observations of the physical characteristics of blocks can be compared and contrasted with resident perceptions, producing a more comprehensive picture of block-level factors in neighborhood attitudes.

[177] Using Telephone Surveys to Guide Community Initiative Activities
D. Cantillon¹, L. Van Igeren¹
¹Michigan State University, East Lansing, Michigan

Survey methods are most frequently used to provide an answer to the question, “Did it work or didn’t it work?” However, surveys of area residents in conjunction with other data sources can be an integral part of program development and evaluation design. Prior to initiating program activities as part of a comprehensive community initiative, a phone survey was conducted across the seven targeted neighborhoods to obtain important contextual information to guide implementation activities and programs, serve as a quasi-baseline for evaluation purposes, and provide information in identifying specific neighborhoods for intensive, purposive sampling. The results of the phone survey showed that significant differences existed on indicators of neighborhood functioning such as sense of community, neighborhood empowerment, and perception of crime both between and within neighborhoods. Moreover, feedback from residents and community organizers presented stories that varied from the phone survey data. Communicating the message of lack of consensus in neighborhood perceptions to personnel may assist them in developing community-building programs that are successful at the local level.

TH 10:30AM-1:00PM Sninger 204

[178] Local Community Asset Mapping for Community Action Research
W. Schink¹, G. Milangi²
¹California Neighborhood Research, Sacramento, CA; ²University of San Francisco, Hayward, CA

Community action research is characterized by the continuous process of issue identification, reflection and analysis, and action. Central to the success of community action research the availability of information that is detailed, timely and accurate. The authors have developed an extensive information system for California of over 30,000 variables all of which are at the community/neighborhood or sub-neighborhood level. The information takes 3 general forms: annual time series data on elementary schools; 1990 and 2000 census data at the block, block group and census tract levels with selected data updated on an annual basis; and community asset information. In working with a community, specific data and maps are developed for that community, the user-friendly mapping software and databases are loaded on community computers, community members are trained in the use of system within the context of community action research. This workshop will provide individuals with a stylized synthesis of the training. Training modules include: Module I: “Wine Tasting ... experiencing and developing appreciation for what’s available”. An introduction to local community asset mapping and community action research. What’s available and how to navigate the system and use community asset maps. Module II: “At the Library” ... Exploring the library of premade maps for the neighborhood/community and their county. The library contains approximately 100 community level and county level maps. Module III: “Data Discovery at the School” ... Gaining an in-depth understanding of the data associated with the map library. Module IV: “At the Art Studio: Embellishing with Styles and Charts”. Displaying point, line and area data using formats, styles, color gradients, dot-densities and pie and bar charts. Module V: “At the Athletic Club: Working Out with Data”. Understanding fields (columns) and records (rows), adding and deleting data, creating new variables, developing selection sets, and joining and merging data. Module VI: “At the City Hall: Creating New Databases and Map Layers”. How to create new databases using the mapping software or a spreadsheet, geo-coding data using 5 alternative approaches, adding embellishments with styles and charts, and permanently saving settings. Module VII: “At the Playground: Having fun while creating your community information system”. Exploring the whys, the who’s and the what for’s of Community Asset Mapping. Module VIII: “At the Community Resource Center: Applications to your community”. A hands-on synthesis of community asset mapping and community action research focusing on an issue of current interest in the community. This workshop will provide an in-depth understanding of the approach and tools used. Additionally, it will illustrate
the use of dialogue, graphic recording and graphic presentation are integral to the approach and success.

**Society for Community Research and Action 9th Biennial Conference**

**TH 12:00PM-1:00PM Central Park**

Box lunches in the park

**TH 12:00PM-1:00PM Library 135**

Open Meeting with the Editor of the American Journal of Community Psychology William Davidson, Chair

**TH 12:00PM-1:00PM Sininger 201**

International Community Psychology Students’ Luncheon - Omar Guessous, Chair
THURSDAY, JUNE 5TH PM

TH 1:00PM-2:00PM Burris 129

[179]
Ecological Approaches to Refugee Wellbeing
K. MILLER¹, L. RASCO², J. GOODRIDGE³
¹San Francisco State University, San Francisco, California; ²University of California, Berkeley, Berkeley, CA; ³California State University, Hayward, Hayward, CA

Overview
This roundtable will explore various topics related to the development, implementation, and evaluation of ecological approaches to addressing the mental health of refugee and internally displaced communities. The presenters will draw on their diverse experiences doing community-based work with refugee communities, and will also share the findings of their recently completed volume entitled "From clinic to community: Ecological approaches to refugee mental health". There will be an emphasis on generating discussion among attendees regarding several key questions, including: What are the appropriate foci of ecological mental health interventions with refugees? How can meaningful program evaluations be conducted in or near contexts of ongoing political violence? How should local beliefs regarding well-being and distress inform the design of interventions?

TH 1:00PM-2:00PM Kennedy

[180]
Racial Identity and Psychosocial Outcomes Among African American Adolescents
C. CALDWELL¹, T. CHAVOUS⁴, R. SELLERS¹, L. KORN wood¹, M. ZIMMERMAN¹
¹University of Michigan, Ann Arbor, Michigan

Overview
African Americans’ racial identities, or beliefs systems around self and racial group membership, relate to the ways in which they interact with their multiple social and structural contexts. For many ethnic minority adolescents, racial identity represents an important domain in their overall identity formation as they transition into adulthood. Researchers have suggested that racial identity may be a vital coping and protective resource for African American youth; others suggest group identity relates to vulnerability and risk for negative psychosocial outcomes. In addressing these issues, the roundtable will include discussion of research from a longitudinal study of urban African American youth in which the direct and indirect influences of multiple dimensions of racial identity on psychological well-being, alcohol use, youth violence and educational beliefs and achievement are examined. Within this discussion, the authors emphasize the importance of understanding both the significance and meaning of race to youth in studying racial identity processes.

[181]
Early Prevention in Mental Health in the Community "La Casa de la Familia"
M. MALDONADO¹
¹Casa de la Familia, Lima,

Overview
La Casa de la Familia es una institución que trabaja en prevención temprana en salud mental desde el psicoanálisis. En el presente trabajo el autor plantea algunas reflexiones en torno a como realizamos nuestro trabajo de prevención puntualizando en temas como el encuadre en lo que se refiere al uso del principio de abstinencia, y a la noción de realidad cuando se trabaja con familias de extrema pobreza. A partir de la presentación del trabajo con tres familias, muestra las dificultades que se presentan para mantener la abstinencia debido a todo lo que movilizan las necesidades básicas que presentan estas familias, mostrando como a pesar de ello es importante mantener la abstinencia ya que ello nos permite trazar la realidad psíquica la cual es el objetivo del trabajo en prevención temprana en salud mental.

TH 1:00PM-2:00PM Library Addition G35

[182]
Collective Housing for Self-Sustainability in Urban Disenfranchised Communities
S. HIRSCH¹
¹Lincoln Hospital, F.E.G.S., New York, NY

Overview
Among disenfranchised populations, the homeless, and many individuals with mental illness, poor and inadequate housing contribute to psychological pathology (depression, anxiety, anger), physical illness (lead poisoning, asthma), and social tension within families and neighborhoods. Supportive housing programs and government subsidies often focus on independent living as a goal, though expensive and often associated with a sense of isolation and loneliness. Collective housing (defined as housing in which private rooms combine with common spaces such as kitchens and bathrooms) allows individuals to assist each other financially and with basic needs and services. Collaborative leaders with knowledge of existing member-driven collectives can facilitate systems of interdependence among members of these households. The author of this article examines a variety of intentional communities (defined as collective housing situations in which members join under a common theme such as the desire to live in community) and applies their systems of cooperation, self-sustainability, and democratic governance to the exploration of innovative solutions to housing problems among the urban disenfranchised. Issues discussed include the developing of methods to screen and match members, confronting challenges and social conflicts, and negotiating a balance between privacy and community.
Overview

Psychologists and community activists have long been interested in the behaviors and attitudes of people residing in low socio-economic areas. Research investigations have sought to gain knowledge to accurately describe high-poverty communities, in an effort to create informed community interventions. However, researchers have noted that data collection techniques often reach the community’s moderately poor, not the people occupying the lowest levels of socioeconomic strata, the very poor. As a result, many community intervention programs cannot be efficacious in the poorest communities. This roundtable discussion will draw upon the experiences of both presenters, as well as the experiences of participants, regarding relationship building and data collection from people in the most impoverished communities. Topics to be addressed include: gaining access to low-income communities, developing trusting relationships, creating effective measurement tools that are broad enough to address community needs, and creating outreach plans regarding dissemination of information or assistance in an effort to strengthen and empower community members.

TH 1:00PM-2:00PM Science LH3

Strategies for Data Collection from Economically Under-represented Populations
L. Killos1, L. Skibbe1
1University of Virginia, Charlottesville, Virginia

Overview

1. What forms does advocacy take? In order to encourage as much audience participation as possible, panelists will briefly share relevant experiences and reflections, a facilitator will guide the discussion among attendees, and the session will conclude with a discussant’s remarks.

2. Facilitator will guide the discussion among attendees, and the session will conclude with a discussant’s remarks. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

3. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

4. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

5. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

6. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

7. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

8. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

9. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

10. The panelists will briefly share relevant experiences and reflections, and the session will conclude with a discussant’s remarks.

[108]

TH 1:00PM-2:00PM SIninger 201

Exploring the Impact of Resident Participation in Community Research
C. McCarthy1, N. Thomas1, D. Cantillon2
1Michigan State University, East Lansing, MI; 2Michigan State University, Lansing, Michigan

Overview

Join us in creating an open dialogue centered upon exploring the meaning of and issues associated with involving community members in evaluation and research efforts. A further purpose of the roundtable is to capitalize on the energy of co-intelligence and
self-organization via use of a modified Open Space model. Open Space begins with the posting and announcing of topics. This is followed by self-organized topical discussions, creation of summative reports, and closing with a return to whole group discussion. As members of an evaluation team working with a comprehensive community initiative we had many opportunities to work with residents within a variety of contexts and roles. Working with residents on evaluation activities such as instrument development, data collection, grant making, and oversight generated a range of insights into the benefits and concerns associated with partnering with community members. For example, what are the differences between resident-informed, resident-driven, and resident-led processes? Building on the natural tendency for loosely tied groups to self-organize and adhering to the law of two feet (moving when moved) we (the participants) will co-create a session that constructs, presents, and potentially disseminates an emergent knowledge of the impact of resident participation in community research.

TH 1:00PM-2:00PM Sinnerg 204

[187]

Publishing Case Studies as Guides to Community Practice

D. Fishman¹, C. Cherniss²

¹Rutgers, The State University of New Jersey, Irvington, New York; ²Rutgers, The State University of New Jersey, Piscataway, New Jersey

Overview

The basic unit of community program practice is the pragmatically focused case study. This is true across all program settings, such as a particular mental health unit offering post 9-11 trauma counseling in New York City or a specific school in Detroit's innercity striving to prevent drug use. In each instance, community practitioners work within a particular program and deal with it holistically, looking in context at the problems, goals, situations, events, procedures, interactions, processes, and outcomes associated with that particular program. In contrast to the case orientation of evaluation practice, the vast majority of scholarly writing in the field is focused on selected features of practice that are taken out of the context of the individual case. Thus, one can find published articles on community models, methods, theories, procedures, and measures that address dimensions abstracted from many cases. Yes, the latter have the advantage of generalizability, but they lack pragmatically relevant, contextual embeddness as a guide for practice. As a stimulus for discussion among the presenters and audience, the proposed Town Meeting will review a pilot project designed to develop a series of such published case studies and explore their value to community psychology practice.
Pedagogy as Praxis: Issues of Intersection
G. Ulysses, K. Kolcfo, R. Langhout
Wesleyan University, Middletown, CT

This Roundtable is co-facilitated by Wesleyan faculty in anthropology and African American studies, dance, and psychology. We will lead a discussion on pedagogy as praxis, especially as it relates to some values of community psychology (i.e., collaboration, social justice, citizen participation, and valuing human diversity). The discussion will interrogate how the classroom as a setting can be transformed to facilitate the learning and practice of community psychology values, and how this transformation challenges dominant teaching and learning hegemonies. Given this critique, we can then turn to other learning theories inspired by Freire and Dewey and use these theories to critically examine the fundamental structure of academia, and how knowledge is legitimized in education. These educational theories, when combined with postmodernist thought, stress the importance of consciously attending to reflexivity, situativity, and intersectionality for our students and ourselves as teachers. Utilizing pedagogy as praxis challenges both students and teachers to gain first-hand knowledge through their mutual participation in creating and working within a dynamic setting that embodies community psychology values so that they all better enact these values in other community settings and in academe.

Using Empowerment Evaluation to Build Community Capacity
S. Pokorny, L. Jason
DePaul University, Chicago, Illinois

Over the past few years, Abe Wandersman and his colleagues have described Empowerment Evaluation as an approach that helps to improve program success. This evaluation strategy creates collaborative relationships between evaluators and program practitioners and seeks to transfer evaluation technology to community stakeholders. This symposium will present diverse examples of Empowerment Evaluation from around the world. Examples will focus on efforts to increase the capacity of program stakeholders to plan, implement, and evaluate their own programs.

Empowerment Evaluation and Building Community Capacities: Case Studies
S. Pokorny, L. Jason, P. Ji
DePaul University, Chicago, Illinois

This presentation will describe examples of building community capacity through empowerment evaluation. The examples are from our work on a multi-community tobacco prevention project. The Youth Tobacco Access Project was funded by the National Cancer Institute to systematically examine the impact of tobacco-control laws on the prevalence of smoking and other tobacco use among 7th through 12th grade students in 24 communities over a four-year period. The research team is collaborating with these communities to change norms about youth access to tobacco and youth tobacco use. The research team uses an empowerment evaluation approach to collect data and provides each community with specific feedback about the nature and extent of problems related to youth tobacco use and youth access to retail sources of tobacco. Implementing this evaluation strategy with a variety of communities to assess local efforts to prevent youth tobacco use produced some interesting examples. The presentation will use these examples to illustrate some of the challenges and rewards of community capacity building.

Evaluation in Urban School Settings: Staff and Student-Led Approaches
E. Ozer
University of California, San Francisco, San Francisco, California

This presentation will describe two evaluation projects in ethnically-diverse, urban, public school settings: 1) An evaluation of a violence prevention program in a middle school; and 2) Participatory research focused on improving safety and teacher-student relationships at a large high school. Both projects are being conducted with the goal of increasing the schools' capacity to strengthen resources and evaluate themselves. Both involve the training of staff and/or students in research methods and the use of data-analytic tools. In the high school project, students are serving as full collaborators in the evaluation and research process. I will present challenges inherent in these approaches - as well as strategies used to address these challenges -- including: a) balancing roles and priorities as an academic researcher and evaluator committed to empowerment principles; b) intense pressures on administrators and teachers in "low-performing" schools to focus on academic test scores to the exclusion of other goals; c) limited financial resources in resource-poor public schools; and d) scheduling and other practical issues inherent in collaborating with teenaged co-investigators. Barriers to maximizing the possibilities for empowerment in these projects will be reviewed, and proposed next steps for empowerment-oriented research and evaluation in urban school settings will be discussed.

Lessons Learned through Servant (Empowerment) Evaluation
S. Wituk, M. Shepherd, L. Brown, A. Commer
Wichita State University, Wichita, Kansas; Wichita State University, Topeka, Kansas

As a Center for Community Support and Research at Wichita State University, the Self-Help Network is dedicated to assisting, evaluating, and insuring that all Kansans have a voice and share their
Society for Community Research and Action 9th Biennial Conference

talents to create thriving communities. Taking ideas from servant leadership and empowerment evaluation we will present similarities and differences between the two concepts and how each has guided our work in the context of (a) developing relationships with partners, (b) finding readiness to change, (c) balancing priorities of funders and other partners, (d) results that improve decisions, services, and communication, and (e) developing attainable outcomes given the nature of the initiative. The Kansas Community Leadership Initiative (KCLI). We have been involved in a three-year initiative to increase the capacity of community leadership programs. In partnership, we have been involved in assessing outcomes of the initiative, translating those outcomes into decisions, and assisting programs in recognizing and benefiting from evaluation. Kansas Mental Health Consumer Run Organization Empowerment Project. We assist 20 nonprofits that are operated by persons with severe mental illness (CROs). We have partnered with CROs and their primary funder in serving the evaluation needs of both, while increasing the capacity of CROs to self-evaluate their own services.

[193] Young People Shouldn't Be Here They Should Be Shot: Evaluation of HYPE
L. COHEN1, L. PIKE1, L. BREEN1, D. DARLASTON-JONES1, J. POOLEY1
1Edith Cowan University, Joondalup.

Hillarys Youth Project Enquiries (HYPE) aims to address relations in public space between young people, police, security, and the wider community, to reduce and prevent antisocial behaviour, and enhance the participation of young people in public space. To date, HYPE has been implemented at four venues in the northern corridor of Perth, Western Australia. The School of Psychology at Edith Cowan University was approached by the program developer, the Department for Community Development and the City of Joondalup to conduct the evaluation, to determine the appropriateness, effectiveness, and efficacy of HYPE. One outcome of the School of Psychology being involved in the evaluation is an ongoing collaborative partnership between the School of Psychology and the program practitioners such that the School of Psychology is now involved in all future developments of the program. Part of this collaboration involves the School of Psychology team devolving skills and knowledge of evaluation processes and techniques to the program practitioners and other stakeholders so that they are intimately involved at all levels and to emphasise the participatory nature of the project and the values base of community psychology.

[194] Building Self-Evaluation Capacity of Community Violence Prevention Programs
H. BARTON-VILLAGRANA1, M. LANUM1, R. JONES1
1University of Illinois at Chicago, Chicago, Illinois

Violence prevention is a young field with growing interest from practitioners in learning about and promoting best practices. Additionally, public and private funders are increasingly demanding that community-based organizations (CBOs) evaluate their programs. The combined result is a growing interest in and demand for evaluation among CBOs. However, implementing an evaluation is often challenging for CBOs that do not have the resources to hire external evaluators and therefore turn to self-evaluation as more feasible. Since 1999, the mission of the Illinois Center for Violence Prevention’s Evaluation Resource Institute (ERI) has been to build the capacity of CBOs for self-evaluation. Guided by an empowerment evaluation philosophy, the ERI provides informational resources, training, and individualized consultation to over 90 organizations. This presentation will highlight critical factors in building CBOs' capacity for self-evaluation, such as: (1) breaking the evaluation process into manageable tasks that are more realistic to non-researchers; (2) providing individualized consultation to facilitate practitioners’ application of basic evaluation skills to their own setting; (3) building trusting relationships with technical assistance providers to address evaluation anxiety; (4) building the evaluation capacity of funding agencies as well as their grantees. Lastly, we will present the results of an evaluation of ERI's capacity-building services.

[195] Building the Evaluation Capacity of a Service System
C. CRUSTO1, M. QUAN1, C. O'REILLY1, L. GAUTHIER1, L. GUZMAN1, D. LOWELL1, B. PAULIN1, A. POSTA1, J. BONOCCHI1, T. SCHIAPPA1, E. APPLEWHITE1, J. KAUFMAN2
1Yale University School of Medicine, New Haven, Connecticut; 2Yale University, New Haven, Connecticut

This paper provides an overview of the local evaluation plan for the Bridgeport Safe Start Initiative (BSSI), an Office of Juvenile Justice and Delinquency Prevention federally funded project to address violence in the home for children 0-6. BSSI focuses on comprehensive system changes across multiple service delivery systems within the community. The local evaluators have come to play an important role in the Initiative's Management Team through the continuous data collection and feedback to inform the Initiative's work. The relationship between the Initiative and the local evaluators has allowed for increased evaluation readiness and allowed the local evaluators to assume a high level of involvement in a Request for Proposal (RFP) process and performance-based contracting. Developed in collaboration between BSSI and the local evaluation team, the RFP process required applicants to submit proposals based on best practices and with specific outcomes. The RFP process provided potential applicants with several grantmaking tools (e.g., workshops and technical assistance) to better insure high quality proposals. Performance-based contracting for successful RFP agencies has been implemented, including a collaborative process for: 1) program development; 2) specification of data collection including demographic and descriptive information, outcome measures, and participant satisfaction; and 3) service system development.
[196] Speaking Knowledge to Power for Systems Change on Diversity Issues
C. Keys1, T. Garate-Serafini1, F. Balcazar1, M. Bond2, R. Toof3, S. Harrell4
1University of Illinois at Chicago, Chicago, Illinois;
2University of Massachusetts Lowell, Lowell, Massachusetts;
3Pepperdine University, Culver City, California
Discussants: R. Watts, Georgia State University
Promoting effective approaches to living, learning and working in our increasingly diverse communities of the US is essential for a healthy society. But it is not easy. The purpose of this symposium is to present and discuss three cutting edge approaches to change intact social systems to promote greater attention to diversity. In each case community psychologists gather information from those at the margins and use it to work with more dominant members to alter the organization's response to members of marginalized groups. Each paper is from a different vantage point: advocate (Keys, Garate-Serafini, & Balcazar), consumer (Harrell) and organizational consultant (Bond & Toof).

[197] Workplace Diversity: Confronting Privilege through Connection
M. Bond1, R. Toof1
1University of Massachusetts Lowell, Lowell, Massachusetts
The proposed paper is based on a six-year collaboration to foster effective teamwork across race/ethnic and gender differences within a manufacturing firm in the Northeast. The current workforce is predominantly white (82.5%) and male (84%). The collaborative partnership between the company and our applied research group began with interviews and then a plant-wide survey to identify areas of concern. Then we work with an internal team to develop a diversity training curriculum to be implemented with broader organizational changes in hiring and performance evaluation practices. The training has been offered to over half of the 200-employee plant (141 people), and evaluated through interviews (n=24) and matched pre-post assessments (n=49). A follow up plant-wide survey is currently in progress. The most compelling aspect of the training was the way that it humanized coworkers through the opportunity for participants to see people outside their work roles. The training also uncovered common misunderstandings through exploring the difference between peoples' intent versus their impact on others and enhanced participants' understanding of the dynamics of privilege. The presentation will not only address these critical elements of the change process but also consider the challenges and considerable constraints to further systemic change in the work environment.

[198] Efforts to Institutionalize Diversity at a Progressive Private Elementary School
S. Harrell1
1Pepperdine University, Culver City, California
This presentation will examine a 3-year process to deepen the level of sophistication of diversity considerations at a West Coast private school. The student body is predominantly white and high upper-middle class. The school's mission statement includes an explicit focus on diversity and the school has prided itself in its attention to diversity and anti-bias activities. The presenter is an African American parent at the school and co-chair of the school's parent-run Diversity Committee. When the presenter first entered the school community, the Diversity Committee was a primarily social group that did not tackle some of the more difficult diversity issues. The presentation will summarize the reorganization of the committee and the establishment of a formal Board of Trustees Diversity Committee. The presentation will also describe the challenges and successes experienced as a small group of parents has attempted to push the diversity envelope in this self-identified progressive educational community. Key issues to be discussed include unexpected administrative resistances, parent fears, and the presenter's experience as a diversity expert in the context of her consumer role at the school.

[199] Informed Advocacy at the Margins: Grounded Change in Social Systems
C. Keys1, T. Garate-Serafini1, F. Balcazar1
1University of Illinois at Chicago, Chicago, Illinois
We will present informed advocacy, our approach to intervening in educational and social service settings to learn about, support and advocate with and on behalf of youth of color with disabilities and their families from low-income communities. Informed advocacy is based on our empowerment model for addressing issues of oppression that arise from being multiply marginalized by mainstream social systems (Block-Lourie, Balcazar & Keys, 2001). There are five basic, integrated processes that combine to define informed advocacy: (1) community participation, (2) resource acquisition, (3) research, evaluation and intervention, (4) ongoing engagement with participating organizations, and (5) relationship development, consultation, technical assistance and advocacy with organizational leaders. We will describe each of these processes and how they have been enacted and contributed to our decade of work with large public educational and social service organizations in Illinois. We will also consider the challenges and limitations of each basic process. We will describe the systemic changes that have resulted in part from informed advocacy and how they have benefited youth of color with disabilities from low-income communities.

TH 2:15PM-3:30PM Library Addition G35

[200] Who Has a Voice? Understanding Contextualized Experience in Special Education
C. Diener1, A. Clark1, K. Kurlakosky1, K. Goddard1
1University of Illinois at Urbana-Champaign, Champaign, Illinois
Discussants: N. Allen, University of Illinois at Urbana-Champaign
Schools represent one of the few points of intervention that affect the entire American population
Society for Community Research and Action 9th Biennial Conference

(Weinstein, 2002). Children with special education labels represent an often-silenced minority within that population. Although much has been written about the effects of labeling on these students, very little research has emerged that gives contextualized voice to the experiences of these children, their families and the educational professionals that work with them. We would like to stimulate increased discussion of multiple stakeholders’ experiences of the special education system. We will share our own data from an ongoing evaluation of Seasons Academy, a local alternative school for children with special education labels.

[201] Listening to “Problem” Students: A Neglected Voice in Educational Evaluation
K. Kurlakowsky1, A. Clark1
1University of Illinois at Urbana-Champaign, Champaign, Illinois

To date, little research has examined the perspectives of “problem” students toward their education (for an exception see Wade & Moore, 1993). The goal of the proposed talk is to give voice to the lived educational experiences of students with special education labels attending a therapeutic day school. In-depth interviews were conducted with 42 youth in elementary, middle, and high school to explore the personal, social, and academic impact of particular educational practices (Taylor & Bogdan, 1998). Preliminary analyses indicate that commonly held stereotypes about who “problem” students are and what they can achieve may be internalized by the youth. Despite this acceptance of special education and diagnostic labels, students report that some of the assumptions and subsequent behaviors of staff members may be misguided. For instance, “watering down” the level of academic work in combination with an intensive focus on student behavior may contribute to students’ ambivalence toward their own education. Providing feedback to the staff that adequately reflects the concerns of student stakeholders and maximizes the likelihood for positive change in educational practices will be discussed.

[202] The Long, Hard Road: Parents’ Experiences with Special Education
K. Goddard1, C. Diner1
1University of Illinois at Urbana-Champaign, Champaign, Illinois

Despite growing rhetoric in both political and educational arenas regarding the importance of parent involvement in their children’s special education programs, very little research has described parents’ current experiences with the special education system. This study attempts to provide contextualized information on parents descriptions of their own experiences with the special education system. Our data include 20 interviews conducted with parents of children with special education labels. These interviews were designed to elicit parents’ natural stories about their own and their child’s experiences with the special education system. Using a narrative analysis methodology, interviews were read by naïve readers for pervasive themes and then systematically coded. Parents’ stories revealed the extensive time and effort they spent in a kind of “quest” for an appropriate education for their child. Parents’ descriptions also revealed pervasive barriers in their children’s education. For example, parents consistently expressed the concern that their child was seen more as an inconvenience to an overwhelmed educational system rather than as a child in need. Parents’ representations of their own roles in the special education process will also be explored.

[203] Collaboration in Context: Teachers’ Perspectives on Special Education
C. Diener1, K. Kurlakowsky1, A. Clark1
1University of Illinois at Urbana-Champaign, Champaign, Illinois

This presentation will describe Seasons Academy, a therapeutic day school for children labeled as emotionally and behaviorally disturbed, as a context for an ongoing collaborative relationship between the university and the school. Through this relationship, the needs and agendas of multiple stakeholders are met, including the educational needs of university graduate and undergraduates and the needs of professionals in the setting to evaluate their own practice with the special education students. In order to convey a richer understanding of the school context, this presentation will highlight the voices of Seasons Academy teachers. The teachers’ understandings and descriptions of their own experience in the special education system, including the present setting, were gathered through semi-structured interviews. The salient aspects of the teachers’ experiences were preserved by analyzing the interviews in accordance with widely accepted qualitative techniques (e.g., Berg, 1995; Taylor & Bogdan, 1998). The themes that emerged across the teacher interviews describe the prevailing climate at Seasons Academy as positive and nurturing for both teachers and staff, especially in comparison to other schools in which they had taught. These themes have implications not only for understanding efforts to create a positive schooling environment for troubled youth, but also for our own collaboration with the setting.

TH 2:15PM-3:30PM Science LH1

[204] Ecological Perspectives on Gender, Aggression, and Delinquency
N. Reppucci1
1University of Virginia, Charlottesville, Virginia

Discussants: J. Woolard, Georgetown University

Rising rates of female adolescent delinquency and crime in the last decade have captured the attention of researchers. Findings suggest that delinquent and aggressive girls face unique risks at the individual, immediate systems, and societal levels, and underscore the need to take an ecological perspective on gender, aggression, and delinquency. This symposium highlights the role of gender in the development and expression of aggression and delinquency within multiple ecological contexts. We examine: stress and coping among delinquent youth in peer and family contexts; peer and parental influences on pathways to delinquent involvement; the effects of media violence on relational aggression; and the
Society for Community Research and Action 9th Biennial Conference

[205] Parents, Peers, and Gender: Pathways to Aggression and Delinquency
M. SCHMIDT
1University of Virginia, Charlottesville, Virginia

Most developmental models of trajectories toward aggression and delinquency are based on research conducted only with boys, and are predicated on markers such as early overt aggression that are not typically seen in girls. Not surprisingly, girls do not fit these models well. In this paper, we propose that gender differences in socialization by parents and peers set the stage for boys and girls to follow different trajectories toward aggressive and delinquent behaviors. We explore several hypothesized gendered pathways to delinquency, taking into account the role of relationally aggressive and abusive parenting. Gender differences in the expression of aggression within the peer group, the role of peer rejection, and the influences of peer pressure and conformity in mixed-gender peer groups. Preliminary data will be presented on the impact of relational aggression in girls' and boys' parent and peer relationships as well as the influence of mixed-sex peer groups on pathways to alcohol and drug use. The need to consider gender in preventive interventions will be discussed, and importance of considering adolescent delinquency in the context of multiple socializing influences will be underscored.

[206] Plotting, Scheming, and the Silent Treatment: Media and Relational Aggression
J. ANTONISHAK, C. FRIED MILFORD
1University of Virginia, Charlottesville, Virginia

Over the past 4 decades a large body of research has evaluated the effects of media violence on aggressive and violent behavior. Correlational and experimental studies have confirmed that there is a consistent, modest effect of viewing violence on aggressive behaviors. Television violence purportedly influences behavior through social learning processes. Recently, researchers have begun to examine relational aggression, defined as behaviors that harm others through hurtful manipulation or damage to their peer relationships. This form of aggression may be more common than physical aggression among girls and women. Recent studies have found that social learning processes, like relational aggression in the family, are influential in predicting relational aggression. Television is another avenue by which social learning can occur. In this study, young women watched a clip of a relationally aggressive or a neutral television scene and then read vignettes depicting interpersonal conflicts. Participants rated the desirability of both non-relationally aggressive and relationally aggressive strategies to resolve the conflict. Participants also reported on their television viewing habits, and their use of their own and a friend's relationally aggressive strategies. In this paper, the authors discuss how viewing relational aggression in the media affects young women's use of and attitudes towards relational aggression.

[207] An Examination of Etiology and Clinical Intervention for Female Delinquents
M. BURNETTI, P. CHUHIA
1University of Virginia, Charlottesville, Virginia

Clinical research examining intervention strategies for juvenile delinquency has thus far focused on boys, with little awareness of the potential need for gender-specific modes of treatment. The dramatic rise in female delinquency calls for an examination of the unique risk factors that girls experience. High rates of victimization, sexual, physical, and emotional abuse, among juvenile girls are likely to play a significant role in the differential patterns of delinquent etiology in this population. Furthermore, symptom manifestation and co-occurrence of disorders with regards to girls will be discussed with specific attention given to the role of victimization in the development of aggressive behaviors and its subsequent impact on social relationships (e.g., parental and peer relationships). The limited number of available evidence-based interventions (e.g., cognitive/affective empathy training) will be reviewed with an emphasis being placed on the need for more gender-specific research and gender-appropriate programming.

Th 2:15PM-3:30PM Sininger 100

[208] Racial Equality in Substance Abuse Care: An Introduction
R. MOOS, C. LOOMIS
1Stanford University, Stanford, California

Racial disparities exist in medical and mental health services. Research has identified considerable racial and ethnic variation in access, utilization, treatment, and outcomes in health care, primarily in cardiac care. Researchers have conducted a few studies of racial disparities in mental health services; however, relatively little is known about racial disparities in substance abuse care. This paper highlights key findings on disparities in physical and mental health care, reviews published studies of racial disparity in substance abuse treatment, and then introduces three recent empirical investigations on this topic.

[209] Toward Racial Equality in Health Care: Lessons from Substance Abuse Treatment
C. LOOMIS, R. MOOS
1VA/Stanford University, Menlo Park, CA

Three studies are presented that show few racial disparities in substance abuse treatment (SA-Tx) process and outcomes. Richardson & Heflinger found no difference in adolescent SA-Tx between African American and White patients. Among adults, Loomis, Kelly, and Moos found few disparities in the treatment process between African American and non-Hispanic White patients, excepting self-help participation. Turning to outcomes, Tonigan found no differences among African American, Hispanic, and White patients at 1-year follow-up. Finally, the audience participates in a discussion about how the apparent racial egalitarianism of SA-Tx may provide guidelines to help establish racial equality in general medical
Society for Community Research and Action 9th Biennial Conference

health care. Chair: Colleen Loomis, Discussant: J. Scott Tonigan

[210] Racial Equality in the Process of Adult Substance Abuse Care
C. LOOMIS1, J. KELLY2, R. MOOS3
1Stanford University, Menlo Park, California; 2Center for Health Care Evaluation, Menlo Park, California

The findings from this study show few if any disparities in the treatment of African American versus White non-Hispanic substance abuse patients. A sample of 3,144 substance abuse patients (49% African American, 51% White) from 15 sites was assessed at program intake and discharge in the following areas: (1) treatment process (2) 12-Step self-help group participation (3) perceptions of the treatment milieu (4) treatment satisfaction (5) length of stay and treatment attrition. There were no significant group differences in length of stay and attrition rates. The length of stay, attrition, number of counseling sessions, and treatment satisfaction were comparable for African American and non-Hispanic White patients. Moreover, African American patients received some specialized treatment services and rated the treatment setting higher on spiritual orientation than White patients. The most striking difference was that African American patients were more involved in 12-step self-help groups than White patients. Further research is needed to understand the apparent egalitarian nature of substance abuse treatment process and why disparities remain in other aspects of health care for African American and White patients.

[211] Does Race or Gender Make A Difference in Adolescent Substance Abuse Treatment?
K. RICHARDSON1, C. HERRLINGER1
1Vanderbilt University, Nashville, TN

Health disparities are a persistent public health concern receiving much attention in research. However, the primary focus of researchers in this area has been on health services for adults. This presentation will focus on behavioral health services for adolescents. The relationship of race and gender to mental and physical health status and substance use will be examined in a sample of 258 adolescents entering publicly funded substance abuse services. Although adult research shows significant race/ethnic disparities in a number of health categories, initial univariate and bivariate analysis demonstrated that there are not significant differences between Black and white substance abusing adolescents in this population. Using these same methods however, differences between genders were found. Implications for policymakers in the area of adolescent health disparities will be discussed.

[212] Project MATCH Treatment Engagement and Outcome Among Three Ethnic Groups
J. TONIGAN1
1Center on Alcoholism, Substance Abuse, and Addictions (CASAA), Albuquerque, NM

Project MATCH, a large multisite randomized clinical trial, included aftercare (N = 774) and outpatient (N = 952) alcohol dependent individuals. Overall, 10% of the sample was African American, 8% were Hispanic, and a majority (80%) was White. Findings indicated that the groups differed on a number of pretreatment characteristics that are generally prognostic of positive outcome, e.g., motivation for change. Likewise, the groups differed on satisfaction with therapy; African American and Hispanic clients reported significantly lower global satisfaction. Process analyses suggested that Hispanic and African American clients may have attended significantly fewer therapy sessions, but this difference was not robust when controlling for pretreatment SES. In spite of pretreatment and process findings predicting poorer drinking outcomes for African American and Hispanic clients relative to White clients, no ethnic differences in frequency or intensity of drinking and extent of alcohol-related consequences were found at 1-year follow-up. Post hoc analyses indicated that the three ethnic groups mobilized different resources to maintain positive outcomes after treatment. Recommendations are made to further clarify how ethnic groups mobilize community resources, and how such differences can be incorporated into formal treatment.

TH 2:15PM-3:30PM Siningar 202

[213] Power in Wellness, Oppression & Liberation: JCP Issue & a New Woods Hole
D. PERKINS1, I. PRILELENTSKY1, J. NEWBROUGH1, B. CHRISTIENS2, P. DORREY3, P. SPER1
1Vanderbilt University, Nashville, Tennessee
2Discussants: R. LORIG, University of Pennsylvania, D. FRYER, University of Stirling, Scotland; M. MONTERO, Universidad Central de Venezuela, T. SDON, Psychologists for Social Responsibility

Overview
The community program at Vanderbilt is creating a new kind of Community Action-Research Center, one with both centripetal forces (attracting students & researchers from CP & community development programs internationally to Nashville to collaborate on local, politically-oriented community theory & action research) & centrifugal forces (1. creating an international & interdisciplinary network of scholars interested in individual & community development & liberation in all their elements: social, psychological, political, economic & environmental & 2. organizing collaborative community development projects in oppressed communities around the globe). This roundtable will discuss different perspectives on the concept of power in community work & inform development of both the above Center & “critical community psychology” as an area of theory, research & action. Prilelentksy will summarize his paper on “The Role of Power in Wellness, Oppression & Liberation: The promise of psychopolitical validity” http://members.optushome.com.au/psydea/power.htm, which will be the focal article for a special issue of JCP & this roundtable. Participants will summarize their own power-related work and ideas and implications for the above paper. Discussion will include both theoretical & action implications for community psychology internationally & for the new CA-RC.
Youth as Experts: Creating Contexts for Competence
J. Ruokos

Community psychologists view professionals as collaborators rather than experts with the authority to make unilateral decisions about the lives of the people served. This collaborative stance is difficult to maintain however, when working within hierarchical institutional contexts (e.g., schools) and when the people served are socially marginalized (e.g., young, non-white). This symposium will explore several approaches to collaborating with youth and demonstrate how research and action improve when we take seriously the notion that community members have expertise that professionals (and society) need. Our challenge is to create contexts where this expertise can be expressed, and where socially powerful others can truly listen.

Park Hill Photovoice Project
J. Ruokos

This project examined youth photography as an alternative measure of social capital (a proposed poster compares youth photography with two traditional measurement strategies). Participants were 30 youth aged 13 to 18 (16 African American, 11 White, 3 Hispanic, 1 Asian American) from an urban neighborhood. Youth attended four workshops where they thought about social capital and learned photographic techniques. Between sessions, youth photographed their neighborhoods and compiled the best of their work into community portraits. The community portraits appeared in exhibitions and were used as a springboard for youth-led discussions with community stakeholders. This symposium examines the strengths of youth photography as a communication tool from both researcher and youth perspectives. One key strength is that photographs do not use predetermined response categories that might be insensitive to marginalized people’s worldviews and do not require knowledge of formal language. Photographs allow youth to be in control of defining the messages they deem important and conveying them in ways they deem meaningful. In addition, adult viewers can consider and reflect on youth photographs on their own terms. As Rappaport (1995) observed with regard to narrative approaches more generally, listening with respect is itself a transforming experience for the listener and speaker alike.

"Testifying" as an Urban Intervention Strategy
T. Miller

This presentation explores "testifying" as a culturally sensitive intervention method in African American communities. Testifying has roots in Africa, helped Africans survive slavery, and continues to play an important role in contemporary African American life. Traditionally, testifying requires that the teller relate stories of actual events for their instructive value. The retelling of a real occurrence can empower the storyteller while helping audience members learn by experiencing vicariously the emotions that the teller has experienced. This social action project provides an opportunity for teenage single mothers to assume the role of change agents. Participants first meet regularly to discuss the history and current use of testifying in the African American community and to develop oral presentations related to raising a child without the support of the father. They then attempt to educate teens who are not yet parents, social service providers, and community members on the issue of multigenerational fatherlessness in the Black community. They do this by sharing their stories, or testifying. This presentation examines the potential of testifying for community organizing and social action in urban neighborhoods, and assesses the method’s resonance with the principles of community psychology.

Communities of Competence: Making Room for Productive Resistance
H. Noonan

After-school education programs, owing to their informal nature and limited scope, offer opportunities for targeted instruction of specialized skills and content. Uninhibited by the norms of public schooling, after-school programs can experiment with alternative settings, interaction frameworks, and approaches. One effective design element in after-school programming is an open and responsive structure that allows for ongoing evaluation and evolutionary design. This kind of open structure can make use of participants’ resistance and critique in a process on ongoing refinement of the program. This paper describes two processes at work in building competence in a culture of community learning: 1. Productive channeling of resistance from both children and adults; and 2. Engagement with the distributed expertise of diverse participants, including children. The data are drawn from an after-school program, the Fifth Dimension, that links college students with diverse children from grades K-8 in collaborative play and learning with computers in non-profit youth clubs. Particular attention will be given to the college students’ growing understanding of the children’s expertise and contributions to community development.

Emergent Lessons
M. Clarke

Lessons in life differ from lessons in school. This session focuses on our efforts to align the two in ways that contribute to a broad agenda of multi-level action research. We have developed a variety of activities designed to bring youth and adults together in collaborative work that contributes both to the community and to individual learning. The activities are aligned-with-but-different-from-school. Specifically, we believe that engaging environments are characterized by 1) choice -- individuals working on things they are interested in; 2) relatively unfettered time -- attention and effort shaped by learner’s agenda; 3) scaffolded learning -- focused activity that helps the individual succeed at a task; 4) coaching by others...
Society for Community Research and Action 9th Biennial Conference

[220] Research and Intervention on HIV/AIDS and Substance Abuse in Sub-Saharan Africa

C. Brookins1, W. Wechsberg2, A. Nsamening3, A. Moleko4, J. Emhoff2, R. Watts3

1North Carolina State University, Raleigh, North Carolina; 2Research Triangle Institute, Research Triangle Institute, North Carolina; 3University of Yaounde, Cameroon; 4University of Pretoria, Pretoria; 5Georgia State University, Atlanta, Georgia

African societies are under stress incidental to rapid changes in social values, sexuality, political systems and new technologies. As a consequence, many individuals, families and communities are vulnerable to a variety of conditions, including HIV/AIDS and substance abuse. Interventions to alleviate these problems face difficulties such as lack of funding, low resource base, and limited ability to design culture-relevant programs. Participants in this symposium will describe their experiences in community initiatives with youth development, substance abuse and HIV/AIDS care and prevention in some African countries. In so doing, they will highlight their guiding theories and the lessons they have learned.

[221] Adapting Successful Interventions: Woman-focused HIV Prevention in South Africa

W. Wechsberg

1Research Triangle Institute, Research Triangle Institute, North Carolina

South Africa is the epicenter of an HIV epidemic among impoverished Black South African childbearing women. Because many of these women face significant health disparities through poverty, unemployment and homelessness, developing interventions is essential for future generations. Key factors that need to be considered for effective interventions include; substance abuse, sexual violence, cultural norms and gender power. An HIV prevention intervention for African American women was adapted from a NIDA funded US study and pilot tested in Pretoria, South Africa. Ninety-three women were enrolled in a small-randomized field experiment to test the effectiveness of a woman-focused intervention to a more generic intervention. Results at one month follow up (86%) showed changes pre-to post-in both groups with regard to substance abuse and female condom use with sex clients. However, the woman-focused intervention was particularly more effective in decreasing drug use during sex work, in increasing condom use with boyfriends during the last sexual encounter, and in increasing use of female condoms with boyfriends who often have multiple sex partners. These findings will be reviewed, along with the methodology and community involvement behind the adaptation supporting larger community-based studies.

[222] Promoting Community-Based AIDS Care and Preventing HIV in Northwest Cameroon

A. Nsamening1, C. Loomes2

1University of Yaounde, Cameroon, Stanford, CA; 2Stanford University, Menlo Park, California

Many Cameroonians express the view that AIDS happens to other people not to them. This belief belies statistics that show Cameroon’s incidence and prevalence rates is 16th among Africa’s 51 countries. A lack of funding, low access to material resources, few service providers, and ambiguous legislation plague AIDS care and prevention, resulting in ineffective service delivery. The few behavioral science experts available play a significant role responding to community initiatives, providing psychosocial knowledge and skills lacking in many public health workers’ training. Moreover, these professionals integrate their foreign-based academic training with their local, culture-specific knowledge. This process requires balancing the use of local culture to disseminate knowledge and skills with the aim to change some aspects of that culture such as high-risk community normative behaviors. Accomplishing this goal is challenging but possible through universal community-level interventions that involve community members. An effective intervention program needs to address the issues of AIDS care and HIV prevention from an ecological perspective. Taking a close look at the development and implementation of a faith-based, community initiative,
Society for Community Research and Action 9th Biennial Conference

[223] Youth Development in South Africa: Risk and Protective Factors
A. Moleko1, R. Watts2, J. Emshoff2
1University of Pretoria, Pretoria, ; 2Georgia State University, Atlanta, Georgia

South Africa is in a process of transition and is experiencing rapid social, cultural and economic changes. These changes, although at times positive and exciting, are also difficult and can result in personal, family and community stress and conflict, and ultimately in a greater vulnerability to high-risk behaviors. Researchers from South Africa and the U.S. are collaborating on a multi-phase action research project to address the issues of youth development and substance abuse in South Africa. The first step in the process is a risk and protective factor assessment of youth in the host school that is near the city of Pretoria. While there is a considerable literature on risk and protective factors for substance abuse in other countries, it is not clear which of them are relevant to South African youth, given its distinctive history of social change and the role youth played in it. Therefore, sociopolitical awareness and participation, as well as ethnoracial identity are of particular interest as potential factors influencing substance abuse and general youth development. This contribution to the symposium will discuss the major decisions the researchers made (and are making) in the design and operation of this project.

TH 2:15PM-4:45PM Sining 204

[224] Introduction to PhotoVoice Method Within a PAR/Empowerment Evaluation Framework
S. Berkowitz1, B. Nowell1
1Michigan State University, East Lansing, Michigan

Photovoice is a grass-roots participatory methodology which puts cameras in the hands of community members to, in the words of Caroline Wang, "...enable them to act as recorders, and potential catalysts for social action and change, in their own communities." While originally developed in the context of the field of public health, Photovoice and similarly-styled projects are gaining usage in many communities as tools for grass-roots autoethnography. The power of Photovoice lies in its ability to enable people to record and reflect their everyday lives, work, and realities; to promote critical group discussion about personal and community issues and assets (reflecting the community back on itself); and reach and influence policy makers. By nature of its flexibility, Photovoice can support a range of data needs and community goals, including: community needs assessment, community dialogue around issues (e.g., spawning from public exhibition of pictures and stories), policy change, and evaluation. In this workshop, presenters will impart a working knowledge of Photovoice methodology, illustrated through the lens of their experience conducting a large-scale Photovoice project with a diverse group of youth and adult residents in low-income communities as part of a larger community development effort.

Through a combination of presentation, group exercise and open dialogue, workshop participants will be taken on a guided tour of this complex and innovative method – from conception through design, participant training and coordination, data collection, analysis of pictures and stories, policy change, and evaluation, and all the way through engaging participants in community-level dissemination of their own photos and stories. In the process, presenters will also provide opportunities for dialogue and reflection regarding the practical implications of this approach, the potential challenges and pitfalls, and the positive impacts that participation in this kind of research can hold for community members themselves. This workshop will be of particular interest to researchers interested in participatory and qualitative research approaches. All handouts and materials will be provided.

TH 3:45PM-4:45PM Burris 129

[225] Researching with Disempowered Communities: Lessons from the field
R. Green1
1University of Hertfordshire, Hatfield, Hertfordshire, UK

Overview

As an academic researcher I have been undertaking ‘community research’ with community projects and organisations for a number of years. In 1996 I began a participatory action research project with residents of the Kingsmead Housing Estate in East London, one of the most deprived areas in the United Kingdom. The research aims to involve local residents in supporting community action to tackle poverty and their general disenfranchisement. The research has remained ongoing. It has been effective in supporting community initiatives such as funding for a legal advice service, the establishment of an employment and education service, creation of a community counselling service, projects for youth, and the setting up of a residents association. The research is giving what Hardcastle (1997) has called a “hearing” to the community by listening to them and initiating community development processes for social change and re-empowerment. As applied community research it is what Ledwith (1997) has termed, “a tool for liberation rather than a product which is owned by the academic establishment”. This paper discusses the lessons learnt from this ongoing research; how applied social research methods in a community which has historically experienced disadvantage and exclusion are challenging what Freire (1970) has termed the “culture of silence”.

70
[226] Evaluating Empowerment Programs for Children and Youth
E. SPIELMAN1, K. BROOMFIELD2, J. LINNEY1, G. KUPFERMAN2, J. EMISHOFF2, P. HOLITICH NIOSON2
1University of South Carolina, Columbia, South Carolina; 2Georgia State University, Lithonia, Georgia
Discussants: K. MATON, University of Maryland Baltimore County, D. HOLDEN, RTI International, L. HINNANT, RTI International

Overview
This roundtable discussion proposes to address conceptual and measurement issues relevant to the concept of empowerment for children and youth. Two community-based empowerment programs that serve ethnic minority, economically disadvantaged children and youth will be presented and used to facilitate the discussion. The conceptualization of empowerment to date has largely focused on adults, yet there are a growing number of programs intended to empower youth. In this roundtable group we plan to focus discussion on further articulation of the construct of empowerment among youth, how this construct is operationalized in programming, and consider strategies and methods of measuring program effects. Relevant evaluation designs for empowerment programs, the types of measurements to be used, and the value of using quantitative and/or qualitative research methods will be explored. The roundtable will include program evaluation team members from each of two community programs, and two experts in empowerment theory.

TH 3:45PM-4:45PM Library Addition G35

[227] Steps Toward Improving Service Utilization Among Marginalized Populations in Chicago
C. SABINA1, C. SLOSS1, G. HARPER2, A. SHARMA1, K. HALL1, T. GARATE-SERAFINI1
1Loyola University, Chicago, Illinois; 2DePaul University, Chicago, Illinois
Discussants: F. BALCAZAR, University of Illinois at Chicago

This symposium will address the inadequacies of current services for three marginalized populations in Chicago: African-Americans with disabilities, women who trade sex for money or drugs at the street level, and abused immigrant South Asian women. For each group, service needs are identified, barriers to current services are reviewed, and improvements upon services are recommended. Methodologies include survey-based need assessments and interviews with service users and practitioners. Together, the three projects emphasize the importance of involving stakeholders in developing services tailored to the unique needs, values, and culture of specific populations.

Society for Community Research and Action 9th Biennial Conference
TH 3:45PM-4:45PM Kennedy

[228] Women Involved In Street Sex Trading: Service Needs
C. SLOSS1, G. HARPER1
1DePaul University, Chicago, Illinois

Women who trade sex for money or drugs face multiple stressors including poverty, homelessness, victimization, legal involvement, parenting difficulties, relationship problems, substance abuse and poor emotional and physical health (El-Bassett et al., 1997; Dulla, 2000; Weiner, 1996). Given their circumstances, it is expected that these women would have high service needs. Nevertheless, researchers suggest that they may not be obtaining the services they require (Paone et al., 1999; Scambler & Scambler, 1995). This study involved interviews with 91 primarily African American women who trade sex for money/drugs at the street level in a large Midwestern city in the United States, and who were recruited from drop-in centers, drug-treatment programs, recovery homes, and jail. The presentation will cover their service needs, use of services, unmet service needs, experiences using services, and perceived barriers to their use of services. Their responses should inform future interventions, therefore, recommendations will be offered regarding ways to reduce barriers to service use and improve access to, and delivery of, services for these women.

[229] Developing Comprehensive Service Models for Battered South Asian Immigrant Women
C. SABINA1, A. SHARMA1
1Loyola University, Chicago, Illinois

A series of studies have identified numerous issues specific South Asian battered women that limit the ability of service providers to help these women free themselves from violence. For example, Abraham (2000) identified language difficulties, legal status, cultural values, and isolation as issues specific to this immigrant population that might not be addressed by the conventional Western service model. This university-community collaboration seeks to explore alternative service models that could better address the many issues that abused immigrant South Asian women face. This study answers the following three questions: 1) What is the model of service that is most effective in addressing the needs of victims within the context of South Asian immigrant culture and circumstances?, 2) What is the current status of policies and/or laws impacting women, immigrants, and those who access social services?, and 3) What are the incidences and trends of domestic violence among this population? This symposia will focus on the methods of researching current service models among diverse populations (e.g., interviews with key informants and literature review) as well as move beyond characterizing what doesn’t work for this population and offering innovative solutions.

[230] Employment and Support Services for African Americans with Disabilities?
K. HALL1, T. GARATE-SERAFINI1
1University of Illinois at Chicago, Chicago, Illinois

Employment is essential to the well being of Americans and their families. Nevertheless, more than two thirds of Americans with disabilities are
participatory research methods will be discussed between empowerment evaluation and other approaches to evaluation. Finally, the relationship including traditional and other participatory approaches to evaluation will be addressed, relationship between empowerment evaluation will be shared. The assumptions and principles of evaluation. Results of recent efforts to further clarify...nuances of practice in applied settings.

Empowerment Evaluation: From Principles to Practice

Empowerment evaluation enhances the quality and ability of programs to achieve results by increasing the capacity of program stakeholders to plan, implement, and evaluate their own programs. In this symposium, we 1) present a set of principles and assumptions that underlie the theory and practice of empowerment evaluation, 2) describe concepts and processes for translating principles into action, 3) demonstrate a web-based system designed to help prevention practitioners plan, implement, and evaluate programs, 4) discuss contextual factors that influence the successful use of empowerment evaluation. Examples of both large and small-scale evaluations will be used to illustrate the concepts and tools presented. The study highlights the need for additional research to better understand the apparent inaccessibility of needed services. It is also evident that services for African Americans who have disabilities should be tailored to meet their unique needs.

TH 3:45PM-4:45PM Science LH1

Empowerment Evaluation: From Principles to Practice

P. Flasphoberg, A. Wandersman

1University of South Carolina, Columbia, South Carolina

Discussants: C. Cherniss, Rutgers University

The proposed presentation will demonstrate a simulation of a web-based system, called Interactive Getting To Outcomes (iGTO). Getting To Outcomes: Methods and Tools for Planning, Evaluation, and Accountability (GTO) was developed as an approach to help prevention practitioners plan, implement, and evaluate their programs to achieve results (Wandersman, Imm, Chinman & Kaftarian, 1999). GTO is based on answering 10 accountability questions. Addressing the 10 questions involves a comprehensive approach to results-based accountability that includes evaluation and much more. The questions guide practitioners through needs and resources assessment, goal setting, identifying target populations, specifying desired outcomes, examining science and best practices, developing logic models, assuring fit with existing programs, planning, implementing with fidelity, conducting process and outcome evaluations, continuous quality improvement, and developing program sustainability (Wandersman, Imm, Chinman & Kaftarian, 2000). GTO is a promising tool for bridging the gap between research and practice. Efforts are currently underway to integrate GTO into an interactive web-based technology system. This system will be particularly useful in “going to scale” in multi-site interventions and agencies.
Society for Community Research and Action 9th Biennial Conference

P. Flaspohler1, D. Keener1
1University of South Carolina, Columbia,
This presentation will describe concepts and processes for translating principles of empowerment evaluation into action. The design, implementation, and evolution of tools and processes for evaluating several large-scale initiatives are described. These tools and processes were designed and customized to promote quality in the planning, implementation, and evaluation through building evaluation capacity and promoting effective use of evaluation data. The initiatives include a statewide school readiness initiative, a large countywide Mental Health Services network, and a federally funded initiative aiming to promote research capacity in basic science. Lessons learned and suggestions for practice are applicable to the evaluation of large and small initiatives.

TH 3:45PM-4:45PM Science LH3

[236] Fostering Community in Graduate Programs
O. Guessous1
1Georgia State University, Atlanta, GA
Discussants: M. Schlehofer-Sutton, Claremont Graduate University
Overview
This roundtable discussion was organized by the student representatives of SCRA. It is particularly - albeit not solely - intended for student members and affiliates of SCRA. Biennials have historically featured student-run sessions. At the 2000 Biennial, such a session was devoted to discussing graduate student activism and advocacy. This year, the theme revolves around efforts at promoting a sense of community: 1) Within graduate departments - between students, faculty and/or staff. 2) Nationally, between students at various institutions. As we know from community psychology research, sense of community is a crucial contributor to psychological well-being, social support, stress-management, and most importantly - joy and happiness. In this facilitated discussion, we hope that students will come together to share and learn from one another about various attempts (successful and not-so-successful) at promoting a sense of community within graduate psychology programs. We would furthermore like to take this opportunity to have a dialogue about the possibility of further fostering a student sense of community within SCRA.

TH 3:45PM-4:45PM Sininger 100

[237] Creating a Critical Community Psychology
H. Angelique1, K. Kyle1
1University of Pennsylvania, Middletown, Pennsylvania
Overview
In August, 2001, a small group of community psychologists and friends attended the Inaugural Critical Psychology Conference in Monterey, California. Following two presentations on the need for critical perspectives in the field, a group of attendees decided to create a Declaration of Critical Community Psychology. Members met in working groups at the conference to discuss the Declaration. And thus, the Monterey Declaration of Critical Community Psychology was born (see The Community Psychologist, 2002 Winter edition, pp. 35-36). We will follow up on the goals of the Declaration. We will discuss dissemination of the ideas and implementation of the principles outlined in the Declaration. We will also discuss a recommendation to develop an interest group in SCRA on critical theory. Ken Kyle will review Articles 1-4: Ethical Obligations, the Good Society, Human Behavior in Context, and Consciousness Raising/Critical Thinking. Holly Angelique will review Policies 1-5: University-Community Partnerships, Methodological Diversity, Theory Development, Interdisciplinary Training, and Structural Inequalities. In addition to the roundtable organizers, all signatories of the original Declaration will be invited to join us in participating as roundtable facilitators: Jorie Henricksen, Ann V. Millard, Stephanie Austin, Arlene E. Edwards, Manuel Riener, Isidore Flores, Isaac Prilletensky, Todd Sloan, Shelli Fowler, and Mrinal Sinha.

TH 3:45PM-4:45PM Sininger 201

[238] Youth Participation in Organizational and Community Change: Research and Tools
S. Zeldin1, R. Sherman2, L. Camino3
1PY, Madison, WI; 2C, New York, NY; 3C, Madison, WI
Overview
Youth are isolated from adults in organizational and community governance. This isolation reinforces negative stereotypes and low expectations for participation. Recent shifts, however, in local practice are beginning to alter public perceptions of youths’ rights and competencies. Coalitions and organizations are increasingly involving youth in the assessment and decision-making of their programming. Engaging youth in partnership with adults is challenging, and there is a dearth of research and practice models to draw upon. This roundtable will: (a) discuss research and case examples of youth participation in assessment and decision-making, (b) identify promising strategies for using age diversity to strengthen social organization, and, (c) share field-tested tools and processes. The roundtable will have three parts, as described in the role/contribution below.

TH 3:45PM-4:45PM Sininger 202

[239] Is Community Psychology Relevant to Public Mental Health?
M. Blank1, R. Lorion1, J. Tebes2, J. Primavera3, D. Hargrove4, M. Wilson5
1University of Pennsylvania, Philadelphia, Pennsylvania; 2Yale University, New Haven, Connecticut; 3Fairfield University, Fairfield, Connecticut; 4University of Mississippi, University, Mississippi; 5University of Virginia, Charlottesville, Virginia
Overview

73
Psychology was one of the original core disciplines in the original community mental health legislation. Have we become disconnected from community mental health? The roundtable brings together a number of community psychologists who have been active in designing mental health services, researching them, and making public policy. We address the question of whether there is a role for community psychology in shaping public mental health. We intend to represent divergent answers to this question and actively engage the audience in discussion.

TH 3:45PM-4:45PM Sininger 205

[240] The Potential Role of Community Psychology in the re-design of Urban Centers
R. Levine
1Michigan State University, East Lansing, Michigan
Discussions: B. Lawson, Michigan State University

Overview
Starting early in the twentieth century, urban centers transformed themselves into segregated ghettos based on race and ethnicity. The dynamics of segregation have been well documented. Now, given the existence of these pockets of poverty, how can we reactivate the cities and their neighborhoods? How does one prevent or deal with gentrification, which can occur when affluent people move into a neighborhood, improve it physically, and eventually drive the land values, taxes, and rents so high that many original residents have to move from the neighborhood. Can we as community psychologists, with our ecological perspective, contribute to re-designing current cities to sustain a much higher quality of life. What are the tradeoffs, introduced by injecting more diversity into the inner-city and decreasing the rich cultural heritage that developed over the years within those areas? What is the future role of community psychologists in urban dynamics?

TH 3:45PM-4:45PM Library 135

[241] An Open Meeting with the Editorial Board of the "Community Practitioner"
1Ohio State University, Columbus, Ohio; 2Rutgers, The State University of New Jersey, New Brunswick, New Jersey; 3University of Massachusetts Lowell, Arlington, Massachusetts; 4University of Massachusetts Medical School, Amherst, Massachusetts; 5Wayne State University, Detroit, Michigan

Overview
An Open Meeting with the Editorial Board of the "Community Practitioner"
ways in which individuals perceive strong attitudes as closer to the self, this type of attitude is more important, because in addition to being theorized as politicization of identity and subsequent political and the role of strongly held political attitudes in identity? In theories on collective identity relate to attitude theories? Do firmly held political attitudes politicize theories on new white racial identity development and to propose new models that include issues related to motivation and behavior. Teachers were asked to discuss how their own race affected the classroom. There were striking differences in how they spoke about whiteness in the interviews and what types of teaching practices they used to address race in the classrooms. A better understanding of these differences can provide future directions for theory and research on new white racial identity development. Ultimately, more comprehensive models can provide insights into how and when to implement antiracist interventions and cultural competency training.

[246] Connecting Political Attitudes with Identity: Potential Source of Politicization

C. LANZNER

1University of California, Berkeley, Berkeley, CA

The link between identity, politicization and political attitudes provides a starting point for understanding participation in collective action and other political behaviors. Current theories of collective identity (identification with group memberships such as race, nationality, etc.) explicitly include political beliefs and attitudes as part of the content of identity. However, very little research has addressed potential structural links between identity and attitudes. How do theories on collective identity relate to attitude theories? Do firmly held political attitudes politicize identity? In this paper, I will focus on racial identity and the role of strongly held political attitudes in politicization of identity and subsequent political action. Strongly held political attitudes are particularly important, because in addition to being theorized as closer to the self, this type of attitude is more predictive of behavior. Further examination of the ways in which individuals perceive strong attitudes as relevant to a self-definition could help specify the conditions under which group identification will be predictive of political attitudes and related political behaviors. Bridging the identity and attitude strength literatures, I offer new theory and research directions for understanding the process by which identity becomes politicized.

TH 5:00PM-6:15PM Kennedy

[247] Influencing Policy: An Exploration of Nontraditional Research Methodologies

J. HSUEN1, A. GASSMAN-PINES3

1New York University, New York, New York

DISCUSSIONS: A. SOLARZ

Understanding the effects of public policies on the lives of individuals is a complex and challenging task. Traditional methods for understanding policies may not provide the most complete or detailed picture. This symposium will present four papers that evaluate the impacts of anti-poverty and employment programs on women and children and the effects of an innovative housing initiative for homeless individuals. The papers explore a variety of research methodologies, such as propensity score analyses within a random-assignment experiment, cluster analytic techniques, cost-benefit analyses, and computer-based data collection methods. The utility of these research approaches to inform policymakers is discussed.


S. TOOHEY2, M. SHINN1, C. RINCON1, K. ABINA-SOTO-MAYOR1, E. THADEN1, M. ALEXANDER2, F. LIPTON3

1New York University, New York, New York; 2Nathan Kline Institute, Orangeburg, NY; 3Human Resources Administration, City of New York, New York, NY

At the request of policy makers in the welfare system in New York City, we are studying the effects of mental health problems and experiences of violence on women’s ability to comply with the requirements of TANF. The sample includes 568 women from 4 welfare centers in New York, approximately half of whom were new applicants. Two features of our methodology are innovative. First, we are relating respondent’s self-reports of mental health problems and exposure to violence to subsequent problems with the welfare system as recorded in administrative records of individual-system transactions. The City’s interest in special accommodations for welfare recipients rests in part on demonstrations that symptoms and violence are related to such outcomes as delays in accessing benefits and “failures to comply” with system mandates. These outcomes are also important to recipients whose income depends on satisfying the system. Second, to assess mental health and violence, we used a computer-administered interview, where women heard questions in earphones and responded by touching boxes that lit up on a touch-sensitive computer screen. This methodology could be adopted throughout the welfare system to allow reasonably private and standardized administration of sensitive questions without involving busy, untrained, and sometimes skeptical workers.
As many welfare recipients make the transition from welfare to work, questions about the quality of their low-wage employment experiences remain largely unanswered. Prior research has focused on single job characteristics, such as hours or wages, without considering how multiple characteristics might co-occur in a particular type of job. To obtain a fuller picture of low-wage work experiences, we use cluster analysis, based on patterns of co-occurrence of multiple job conditions, to identify types of jobs held by parents in a low-income sample. We address the following questions of policy relevance: 1) Do anti-poverty and employment initiatives affect the probability that parents in low-income families will experience a particular type of job? And, 2) What are associations of particular job profiles to adult economic outcomes, such as amount of welfare receipt, earnings, and material hardship. Data are drawn from the New Hope Project, an experimental longitudinal evaluation of an earnings supplement program, which has been shown to increase employment rates among participants. Measures of job characteristics include perceived job quality, perceived health risks of job, employment during non-traditional work hours (7pm–6am), and difficulty of commute to/from work. Job characteristics and adult economic outcomes are assessed at the 2-year follow-up.

Do the Effects of Welfare Programs Differ for the “Hard-to-Employ”? A. Gassman-Pines1, H. Yoshikawa2, E. Godfrey1
1New York University, New York, NY; 2New York University, New York, New York

Do effects of welfare-to-work programs differ depending on participants’ initial risk for being unemployed? As welfare caseloads have fallen, states have devoted increasing attention to welfare recipients who are considered “hard to employ.” This study examines the question, do the impacts of welfare programs on adult economic and middle-childhood outcomes differ by parents’ risk for unemployment? This research will examine two types of programs: those that provide earnings supplements to parents who work and those that provide mandatory employment services but not earnings supplements. Data from four large-scale, longitudinal demonstration programs are utilized. Adult economic and middle-childhood outcomes are assessed two years after random assignment. A regression-based subgroup approach, similar to propensity score analysis, is used in the context of these randomized evaluations. First, subgroups of participants that differ on their risk at random assignment for unemployment during the follow-up period are identified. Next, experimental impacts on adult economic and middle-childhood outcomes within each subgroup are examined. Analyses of earnings supplement policies show differential impacts depending on parents’ initial risk for unemployment. In general, parents with higher risk for unemployment were most likely to benefit from such programs. Parallel analyses will be conducted for mandatory employment policies and results for the two policies will be compared.

Cost Outcomes of Two Models for Housing Homeless Individuals S. Fischer1, L. Gulcur2, A. Stefancic2, M. Shinn1, S. Sembersky2
1New York University, New York, New York; 2Pathways to Housing, Inc., New York, New York

In order to more successfully guide public policy, psychologists must report the costs of interventions in addition to observed outcomes. The present paper examines the relative success and costs of two types of models for housing homeless individuals with mental illnesses. The Continuum of Care model moves homeless individuals through transitional housing stages to permanent housing once these individuals have reached “housing readiness” (which includes, among other things, alcohol and drug sobriety and control over mental illnesses). The Housing First model moves participants immediately into permanent housing without the usual housing readiness requirements. The sample consisted of 225 individuals with a history of homelessness and an Axis I mental disorder who were randomly assigned to one of the two models. Residential locations were assessed over the two-year study period, and the costs associated with each residential location were determined by several sources, including estimates based on Jones’s (in press) and Culhane’s (2002) cost-utilization studies. Previous research had shown that the Housing First model was more successful than the Continuum of Care model in getting and keeping participants housed. Cost analysis shows that it also costs less. Policy implications concerning the methods and results of the study are discussed.

1DePaul University, Chicago, Illinois; 2Psychologists for Social Responsibility, Washington, DC; 3Wayne State University, Detroit, Michigan; 4Carlin University of Technology, Perth; 5Vanderbilt University, Nashville, Tennessee; 6Vanderbilt University, Nashville, Tennessee; 7Bilgi University, Istanbul; 8Rutgers, The State University of New Jersey, New Brunswick, New Jersey; 9Ball State University, Muncie, Indiana; 10University of Illinois at Chicago, Chicago, Illinois; 11University of Illinois at Urbana-Champaign, Champaign, Illinois; 12Georgetown University, Washington, DC

Overview

September 11th of 2001 and the ensuing political climate has led to an increasing need for community psychologists to better understand their roles in facilitating community action. The intention of this two-hour participatory “21st Century Town Meeting” in collaboration with Psychologists for Social Responsibility is for those present to engage in conversation about community alternatives to reduce
social conflict and injustice. Addressed issues will include: role of community psychology in facilitating action, community psychologists taking unified stances, collaborations to better foster social change, contextual issues surrounding choices to act on research-derived judgments and/or common values. It is hoped that this discussion will strengthen our collective ability to advance the "A" in SCRA.

TH 5:00PM-6:15PM Science LH1

[253] Collaborating for Change: Exploring the Next Generation of Inquiry
N. Allen
1University of Illinois at Urbana-Champaign, Champaign, Illinois

Discussants: D. Chavis, Association for the Study and Development of Community

Initiatives to foster community change often involve multiple stakeholder collaboration. While collaborative efforts are promising, they are also inherently challenging and sometimes fail to achieve desired outcomes (Chavis, 2001; Roussos & Fawcett, 2000). Current research reveals a myriad of facilitators and barriers to collaborative work (Foster-Fishman et al., 2001), yet there is a need to push our inquiry forward to more adequately capture the dynamic nature of collaborative work and the strengths, limitations and outcomes associated with these efforts. This symposium provides a forum to explore the tensions that emerge in collaborative work and the next generation of inquiry in this area.

[254] Collaboration and Social Change: Does Familiarity Breed Content?
N. Allen1, K. Watt1, J. Hess1
1University of Illinois at Urbana-Champaign, Champaign, Illinois

In the last decade there has been an increasing emphasis on coordinating the community response to domestic violence. Such efforts involve fostering collaboration across stakeholders from a variety of sectors including criminal justice, human service, and education. This has resulted in the emergence of collaborative settings (e.g., coordinating councils) dedicated to improving the response to domestic violence. Collaboration in this context is particularly interesting given that historically efforts to foster change in this arena have employed traditional advocacy tactics often characterized by conflict. This adversarial approach was warranted by the resistance to change and stakeholders’ widely disparate power bases to influence outcomes. The shift in emphasis from advocacy to collaboration has important implications for the continued creation of social change, including both potentialities and pitfalls. Based on a study of 41 collaborative settings responding to domestic violence, this presentation explores their role in the promotion of community change with attention to the conditions under which these settings successfully fostered change and the critical tensions and “trade-offs” that emerged in these efforts (e.g., privileging the maintenance of relationships over tackling contentious issues). The implications of study findings for future research on collaborative approaches to social change will be discussed.

[255] Community Coalitions and Effective Prevention: Ideas for the Future
A. Wandersman1
1University of South Carolina, Columbia, South Carolina

Long ago, scientists and public health experts realized the obvious - we must get our research about what works into communities because we can not merely expect that people will come into an office and receive a vaccine that can treat (let alone prevent) the medical and mental health problems that challenge society. The experts concluded that we must have better evidence-based interventions and have outreach into the communities. As a result community-wide interventions and community mobilization strategies have become popular. The record of success for community wide interventions in public health (e.g., heart disease, smoking cessation) is mixed (Green & Kreuter, 2002; Wandersman & Florin, in press). Some studies even suggest a negative effect (Hallfors). The studies raise fundamental issues about research, practice and funding that should influence how researchers, practitioners, community members and funders do what they do in prevention, in treatment, and in education in our communities: Why is there a gap between science and practice? What is the scientific paradigm for developing research evidence and disseminating it? Why is this model necessary but not sufficient? In this paper, I will suggest promising solutions to these challenges.

[256] Collaboration: The Apology
P. Foster-Fishman1, S. Berkowitz2
1Michigan State University, East Lansing, Michigan;
2Michigan State University, Lansing, Michigan

Multiple stakeholder collaboration, particularly in the form of coalitions, has clearly become a popular vehicle for improving a range of public health outcomes. Yet, recent studies and reviews question the efficacy of these endeavors. Are they really accomplishing what they promised? This presentation will discuss the challenges coalitions face in accomplishing targeted outcomes and consider whether coalitions are even the appropriate vehicle for promoting such change. In addition, one framework for understanding why coalitions might struggle in their pursuit of such success and what can be done to increase their effectiveness will be discussed. Other valued benefits of collaborative efforts will be considered.

[257] Building Capacity for Participatory Evaluation Within Community Initiatives
S. Fawcett1, R. Boothroyd1, J. Schultz2, V. Francisco1, V. Carson3, R. Bremby1
1University of Kansas, Lawrence, Kansas

Participatory evaluation is the process by which those doing the work contribute to understanding and improving it. In the context of community initiatives, this often involves co-production of knowledge—local people and outside researchers sharing responsibility for gathering data and interpreting its meaning. We outline a six-component framework for participatory
Society for Community Research and Action 9th Biennial Conference

TH 5:00PM-6:15PM Sinema 100

[258] 
Recovering Choice and Collaboration: Taking the Coercion out of Community Mental Health
L. Davidson1, C. Jewell1, M. O’Connell1, K. Pedersen1, M. Rowe1, D. Sells1, D. Stayner1, C. Stein2, J. Tondora1
1Yale Program on Poverty, Disability, and Urban Health, New Haven, CT; 2Bowling Green State University, Bowling Green, OH

A central component of recovery from psychiatric disability is the notion of taking personal responsibility for one’s treatment. Unfortunately, many mental health consumers are not afforded significant opportunities to become more involved in their own treatment. In fact, mental health practices such as involuntary hospitalization and forced medication actually reduce the amount of control and choice consumers have over their lives and would appear to be incompatible with principles of recovery. The proposed symposium presents three projects that represent alternatives to the non-collaborative or coercive practices that are often evident within community mental health treatment.

[259] 
Peer Outreach as an Alternative to Outpatient Commitment
C. Jewell1, D. Sells1, M. Rowe1

Involuntary outpatient commitment (IOC), a court order mandating specified treatment for individuals with severe mental illness who refuse treatment is a professionally and politically contested public health issue in contemporary American society. Proponents argue IOC is a humane approach to treatment for individuals whose judgment is impaired by mental illness. Opponents argue IOC is an unnecessary infringement on individual autonomy and undermines the provider-client relationship. While several studies have assessed the effectiveness of IOC, none has studied the effectiveness of community-based outreach encouraging voluntary participation in outpatient treatment. We consider a “Peer Outreach Engagement Specialist Initiative” as a prospective alternative to IOC in Connecticut, one of the few states without an IOC law. This initiative builds on the unique capacity of peer outreach workers to engage people in psychiatric services through a gradual process of trust-building, role modeling, and persuasion. A group of adults with serious mental illness were randomly assigned to one of two treatment conditions: “Peer Engagement” or “Treatment as Usual.” Rate of participation in voluntary outpatient treatment, homelessness, hospitalization, quality of life, perceptions of the therapeutic relationship, as well as qualitative findings will be presented. Implications for mental health treatment and policy will also be discussed.

[260] 
Psychiatric Advance Directives: What Do You Think About Me Thinking for Myself?
M. O’Connell1, C. Stein2
1Yale Program on Poverty, Disability, and Urban Health, New Haven, CT; 2Bowling Green State University, Bowling Green, OH

In recent years, mental health treatment has shifted from a symptom-reduction model of care to one that emphasizes individual strengths, life-enhancement, self-determination, and recovery. An emerging recovery-oriented practice is the use of psychiatric advance directives – legal documents in which a person states anticipatory treatment preferences for a time when he/she might be deemed incapable of making such decisions in the future. Although considered by many to be on the cutting edge of mental health treatment, very little is known about the actual benefits and problems associated with these documents. Furthermore, we have little understanding of the views of stakeholders who would be responsible for the successful implementation of these directives. The present study examined key community stakeholders’ knowledge and perceptions of psychiatric advance directives in two Ohio counties that varied in their degree of exposure to an advance directive education initiative. Two hundred and sixty-two legal and law enforcement, clergy, healthcare and mental health professionals, consumers, and family members participated in the study. Although the majority of the sample had never heard of these documents, after a brief introduction, most expressed both positive opinions and considerable concerns about their use. These findings and implications for advance directive education and policy are discussed.

[261] 
Partners in Planning: Person-Centered Care as a Pathway to Community Life
J. Tondora1, K. Pedersen1, D. Stayner1, L. Davidson1
1Yale Program on Poverty, Disability, and Urban Health, New Haven, CT

Person-centered care has become increasingly important over the past several decades. The ultimate objective of the person-centered planning process is to assist individuals with disabilities in creating a better life—not just for themselves, but also for the people with whom they interact and the local communities in which they live. Despite its proliferation, marked inconsistencies remain in the degree to which principles of patient-centered care have been translated into clinical practices. Nowhere is the gap...
between principles and practices more evident than in the context of public sector mental healthcare. However, promoting person-centered treatment practices requires not only the identification of an individual’s hopes, needs, and preferences but also the development of: 1) an ability to articulate and assert those hopes, needs, and preferences in the context of his/her primary treatment relationship; and 2) opportunities for the person to pursue his/her aspirations in the context of meaningful activities in the community. The present study examines a model of person-centered planning that is augmented by asset-based community development and community-based recovery groups that will assist in the establishment of intentional relationships with individuals, groups, and institutions in the community. Findings and implications for collaborative and community care are discussed.

TH 5:00PM-6:15PM Sinnerg 201

[262] Sense of Community and Related Constructs: Implications for Intervention Design
C. Lesesne, R. Perron, B. Gough
1Centers for Disease Control and Prevention (CDC), Atlanta, Georgia; 2Stanford University, Menlo Park, California; 3RTI International, Research Triangle Institute, NC

New and uniquely community-oriented theoretical developments have been limited in Community Psychology. However, one notable contribution is that of psychological sense of community (SOC). Understanding the utility of SOC is bolstered by purposeful application, evaluation, and reflection on the theory in a programmatic context. This symposium will explore (1) the nature of SOC and related constructs (2) how Legacy for ChildrenTM (LFC; an early intervention program) has operationalized SOC (3) the theoretical and scientific evidence of the potential utility of SOC for interventions and (4) how qualitative data from LFC is informing our knowledge about SOC development in the intervention.

[263] Influential Social Relationships: Social Networks, Self-help, and Communities
C. Loomis, A. Vinokurov
1Stanford University, Menlo Park, California; 2Rockville, Maryland

Social relationships that exist in social networks, self-help or support groups, and communities may provide social support or stress. A teen’s social network, for example, may influence smoking or shoplifting while another youth’s network encourages participation in community service. The support offered by a 12-step self-help group is a familiar story, and a “call to community” invokes an image of neighbors working together fighting crime or building a local park. Research generally focuses exclusively on one of these social arrangements rather than addressing two or more simultaneously. This paper explores areas of overlap and distinction among these structures. In particular, the authors highlight the “Legacy for Children” program as a research intervention that involves several of these resources. Finally, after defining some conceptual boundaries and providing brief illustrations of social networks, self-help or support groups, and communities the authors present recommendations for designing research and interventions.

[264] Sense of Community in Legacy for Children: Applying Theory to Intervention Design
R. Perron, C. Smith, C. Lesesne
1Centers for Disease Control and Prevention (CDC), Atlanta, Georgia

Legacy for ChildrenTM (LFC) is a parenting intervention designed to improve child outcomes by increasing parental self-efficacy and facilitating a parenting community amongst participants. Curricular components of LFC are designed to encourage mother-child interactions, increase parental self-efficacy, and foster a sense of community to enhance the effectiveness of the intervention and as an outcome of the program. The pilot arm of the study includes 120 mothers, 60 each in Miami and Los Angeles, who were recruited and randomly assigned to an experimental and comparison condition. Mothers in the intervention participate in parenting group meetings and social activities with other mothers. Creating a sense of community has been under-studied in terms of its development and potential effectiveness as an intervention modality. One of the primary goals of LFC is to create and foster a sense of community in its participants. This paper presentation will describe how LFC has translated the SOC theory into an intervention-curriculum component and how it is designed and delivered. The presentation will center on common goals of the intervention, methods for creating sense of community, and the anticipated effects of fostering SOC on the function, commitment, and outcomes of mothers and children participating in this intervention.

[265] Linking Theory, Application & Measurement of Sense of Community in Interventions
C. Lesesne, R. Perron
1Centers for Disease Control and Prevention (CDC), Atlanta, Georgia

It has been suggested that providing ‘alternative settings’ may decrease risk and provide space for valuable reductions in social risk among those with limited resources or forms of oppression. Engaging participants in an intervention with a primary goal of fostering SOC may add to the benefits of the intervention and further our understanding of SOC. McMillan and Chavis presented a theory of SOC that emphasized the following: Membership, Mutual Influence, Shared Needs, and Emotional Connection as critical elements. This presentation will consider how SOC theory is being applied and evaluated in current research, describe programmatic implications of further understanding the development of SOC, and share how Legacy for ChildrenTM (LFC) is measuring SOC longitudinally and across the multiple communities mothers are part of. Some important issues will be presented such as: Multiple community memberships; personal/individual value and importance of SOC in various communities; positive, negative, and neutral SOC; and the implications for interventions and research. SOC data from the LFC pilot group and main study will be presented as
available. The authors intend to spark discussion around the application of SOC theory to intervention programs and the measurement of such to further our theoretical understanding of SOC.

[266] Development of Sense of Community in Legacy: Qualitative & Ethnographic Evidence

B. Gorham

RTI International, Research Triangle Park, NC

This session presents findings from the pilot arm of an on-going randomized, controlled trial of a parenting intervention, Legacy for ChildrenTM (LFC). This presentation will report on a qualitative analysis of data related to the creation and development of sense of community (SOC). Extensive ethnographic data collection, field notes, and focus groups were analyzed. Data were coded for themes around the elements of SOC as defined by McMillan and Chavis. The four dimensions of SOC were supported by these data. Mothers express a sense of belonging and affiliation with LFC. Mothers are experiencing reciprocal influence and meeting each others’ instrumental and emotional needs in unexpected ways. Group membership is important to the intervention mothers and qualitative data support that mothers are slowly altering their parenting styles, encouraging their child’s growth and development as desired by the intervention, and spending quality time with their child as a result of participation in group meetings. These findings have implications for the development of parenting intervention programs and for understanding the development of SOC in an intervention specifically designed to do so. Ethnographic data will be highlighted as a very valuable tool for understanding and describing the development of SOC in a parenting intervention.

TH 5:00PM-6:15PM Sinerger 205

[267] A Vision from the Trenches: Promoting Achievement among Urban Youth

N. Ward, C. Crusto, I. Acharya-Abrahams

1Assistant Professor, New Haven, CT; 2Associate Research Scientist, New Haven, CT; 3Postdoctoral Fellow, New Haven, CT

Discussants: R. Potts, College of Holy Cross

This presentation will highlight the importance of affective programming in promoting academic achievement outcomes for urban middle school youth. Maximizing Adolescent Academic eXcellence (The MAAX) is a science-based, culturally relevant model that utilizes a developmental assets approach to support the academic and affective needs of urban adolescents. An overview of the project, as well as the process and outcome evaluations of The MAAX will be presented.

[268] Affective Education as a Component of Systemic School Reform

C. Crusto

1Yale University, New Haven, Connecticut

This presentation will cover the conceptualization, development and implementation of an affective program in 23 schools across three urban school districts. This presentation will provide an overview of the achievement gap that currently exists between students of color and their white counterparts, as well as programs that have been developed to address that gap. The Connecticut State GEAR UP Project is one such program. The MAAX was developed to address the psychosocial needs of participating students. The theories on which The MAAX are based will be discussed, and issues related to implementing such a large-scale project will be presented.

MAAXimizing Outcome Evaluations Using a Logic Model

N. Ward

1Yale University, New Haven, Connecticut

This presentation will highlight the outcomes of Maximizing Adolescent Academic eXcellence (The MAAX) using a logic model. Preliminary findings on indicators of school performances among minority students will be discussed. Outcome evaluation findings will highlight the extent to which the intervention impacts academic achievement outcomes as measured by standardized educational assessments.

[269] Ensuring Program Fidelity

I. Acharya-Abrahams

1Yale University, New Haven, Connecticut

Program fidelity is critical for the successful implementation of prevention interventions. Without information about the way in which a program was implemented, the effectiveness of interventions cannot be accurately assessed. This presentation will provide an overview of the fidelity study of The MAAX project. The methods used to determine program fidelity, as well as findings from this study will be presented. The implications that these findings have for prevention intervention and research will be discussed.

TH 6:30PM-7:30PM Ilfeld Auditorium

Special Event: A Tribute to Murray Levine

Jack Tebes, Chair

TH 7:45PM Women's Night Out

This is the "traditional" women's gathering at each SCRA biennial. Everyone welcome! This years Women's Night Out will be held outside of Las Vegas on the land of an SCRA's member's family...camp fire, coyote sighting, labyrinth walking, stargazing, and good food and company!
FRIDAY JUNE 6TH AM

FR 7:00AM-8:15AM Central Park

Breakfast Burritos

FR 7:00AM-8:30AM Library 135

Breakfast Meeting for Past Presidents of SCRA and Current Executive Committee Members

FR 8:30AM-9:30AM Ilfeld Auditorium

Friday Plenary with Joe Trimble

“Restoring Our Connections: Ethnocultural Influences on Spirituality, Identity, and the Human Condition”

FR 9:45AM-11:00AM Burris 129

[271]

Innovative Quantitative and Qualitative Approaches to Sense of Community Assessment


1Duke University, Durham, NC; 2Vanderbilt University, Nashville, TN; 3Edith Cowan University, Joondalup, WA; 4Victoria University of Technology, Melbourne City MC, Victoria; 5Society for Research on Child Development, Alexandria, VA

Discussants: M. Roosa, Arizona State University

In 1974, Sarason proposed that Psychological Sense of Community (PSC) should be the core value of Community Psychology. Since then, PSC has developed into a major topic area for community psychologists as evidenced by the devotion of four special issues of the Journal of Community Psychology to the topic, as well as a recent book edited by Fisher, Sonn, and Bishop (2002). As attention to PSC has increased, the need for improvements in measurement has become apparent. For example, McMillan and Chavis hypothesized in 1986 that PSC is comprised of four components. However, the most popular measure of PSC, the Sense of Community Index, has poor reliabilities for the four components (Chipuer & Pretty, 1999), and other measures of the components have yet to be published. Meanwhile, numerous qualitative means of studying PSC are beginning to appear in the literature. This session is designed to provide those interested in sense of community, and community research more broadly, with a display and discussion of alternative methods. These range from improvements in the Sense of Community Index and quantitative measures of McMillan and Chavis' theoretical components of PSC to advances in qualitative and mixed approaches to community phenomena. An additional goal of the session is to discuss future directions for improving measurement and description of PSC. This session will be highly participatory to enable participants to access the information of greatest interest to them. After a brief opening by the Chair (5 minutes), five poster presenters will give a brief orientation to their poster (15 minutes). Participants will then read posters and interact one-on-one or in small groups with the poster presenters (30 minutes). Finally, we will reconvene, and discuss implications and future directions for PSC measurement (25 minutes). This innovative session will maximize learning through visual, oral, one-on-one, and group modalities. The emphasis on participation will enable students and researchers new to PSC, as well as experienced PSC researchers and practitioners, to learn and integrate information valuable to them. The session organizers are themselves diverse, spanning two countries and a broad range of years of PSC research. In addition, the presenters include one of the original creators of the Sense of Community Index, Douglas Perkins. A companion session, “Methodological Choices in Community Research: Sense of Community Case Studies,” is being proposed to complement this one. It will explore the pros and cons of various methodological options, including those presented in this session, in the context of community research in general and PSC research in particular. Poster titles: 1. Brief Sense of Community Index and Multi-Level Analysis of Sense of Community (SOC) by D. Adam Long and Douglas D.
Society for Community Research and Action 9th Biennial Conference


FR 9:45AM-11:00AM Kennedy

[272] Culture and Identity Politics in Community and Academic Contexts

J. Graf1, M. Reyes Cruz2, A. Darnell3, A. Rasmussen4

1University of Hawaii, Honolulu, Hawaii; 2University of Illinois at Urbana-Champaign, Champaign, Illinois; 3Georgia State University, Atlanta, Georgia; 4University of Illinois at Urbana-Champaign, Illinois

Culture and identity politics in community and academic contexts will be explored through several examples: racialization of immigrant and non-immigrant Puerto Rican women, in providing services in a multicultural university-community collaboration, in individual and organizational competence in state-funded mental health agencies and lastly in its relation to Japanese Americans’ and Polynesians’ conceptualization of multiculturalism in Hawaii.

[273] Minorities’ Conceptualization of Multiculturalism and Ethnic Identity in Hawai’i

J. Graf1

1University of Hawaii, Honolulu, HI

The goal of this thesis is to examine minority groups’ conceptualizations of multiculturalism and ethnic identity in Hawai’i. Two of Hawai’i’s minority groups were studied—Japanese Americans and Polynesians. A multi-method study on ethnic identification in a multicultural society is presented. Students at the University of Hawai’i completed ethnic identification surveys on ethnocultural identification, attitudes toward ethnic identification, likeness to other groups, and social distance. A sample of the Japanese Americans and Pacific Islanders represented in the first phase participated in interviews where the themes about living in a multicultural society and its relation to ethnic identification were further explored. This procedure enabled valuable insights into how multiculturalism and ethnic identity mean to different groups of people and implications for future research are discussed.

[274] Dimensions of Cultural Competence in State-funded Mental Health Agencies

A. Darnell1, G. Kuperminc1, D. Duchon2

1Department of Psychology, Georgia State University, Atlanta, GA; 2Department of Anthropology and Geography, Georgia State University, Atlanta, GA

This study examined relationships between individual and organizational dimensions of cultural competence in state-funded mental health agencies in Georgia. In psychology, cultural competence has been studied primarily at the level of the individual clinician (Sue, 2001). Other perspectives such as Multicultural Organizational Development (Cox, 1994) and Systems of Care (Cross, et al., 1989) contribute an understanding of organizational dimensions of cultural competence which can complement psychology’s understanding of clinical cultural competence. The present study empirically examined the relationship between the competence of individual practitioners and that of the organizations they work in. Indicators of organizational cultural competence, such as mission statement and staff diversity, were used to predict individual cultural competence, as measured by an original survey. Participants were 350 employees of 12 mental health agencies in Atlanta, GA. Psychometric properties and factor structure of the survey were examined. Hierarchical linear modeling (HLM) was used to analyze the effects of multiple organizational competencies on individual practitioner cultural competence. Results from HLM will be discussed with an emphasis on the strongest organizational indicators, mission statement and training. Implications for measurement of cultural competence and administration of mental health systems will be discussed.

[275] Clinic-Refugee Center Collaboration: A Study in Culturally Appropriate Service

A. Rasmussen1, S. Oralkari1, M. Radek1, J. Bracey1, E. Mattison1, M. Lee1, A. Groth1, A. Udoh1

1University of Illinois at Urbana-Champaign, Champaign, IL

This is a case study in moving from multicultural values to action with the under-served populations of refugee and low-SES immigrant communities. Through a partnership between a University-based psychology clinic and a local refugee services center, graduate students enrolled in a Multicultural Clinic practicum have attempted to put current notions of multicultural competence (e.g., Hansen, Pepitone-Arreola-Rockwell, & Greene, 2000) into practice. Students’ work has included more traditional family and individual counseling, psychoeducation and support groups for refugee and immigrant parents and adolescents, collaboration with refugee services center staff to identify the particular needs of each refugee and immigrant community, and advocacy for culturally appropriate resources that go beyond the traditional mental health services. Serving multiethnic clients in group settings and using bilingual interpreters in family and group work are highlighted to illustrate the complexities that surround providing culturally appropriate services. In the course of this work students have found that a multicultural approach demands that they loosen some of the strictures associated with traditional practice to meet clients and communities on their own cultural terms.

[276] Elusive Categories: Exploring Race and Ethnicity with Latinos/as

M. Reyes Cruz3

3University of Illinois at Urbana-Champaign, Champaign, Illinois

Increasingly scholars recognize that race and ethnicity in Latin America and the United States have substantially different meanings,
and that those differences inform how Latinos/as in the U.S. define and approach racial issues (see Ferdman & Gallegos, 2001; Fisher, Jackson, & Villarruel, 1998; Rodríguez, 2000). For example, in Puerto Rico the preponderance of a national ethnic identity serves to deflect racial tensions between Puerto Ricans (Comas-Díaz, Lykes, & Alarcón, 1998). Puerto Ricans use a variety of indigenous racial terms to describe themselves and avoid using U.S. racial categories (Rodríguez, 1994). These dynamics become a challenge for researchers interested in incorporating race and ethnicity in studies with Puerto Ricans. The goal of this paper is to explore ways in which researchers can engage in contextually and culturally meaningful conversations about race and ethnicity with Puerto Ricans and other Latinos/as. The narratives of Puerto Rican women on race, ethnicity and identity will be used to illustrate the complexity of this problem and propose creative solutions.

FR 9:45AM-11:00AM Library Addition G35

[277] Negotiating the Complexity of University-Community Collaborations
K. MILLER
1San Francisco State University, San Francisco, California
At the heart of Community Psychology’s commitment to addressing community problems is the complex task of creating and sustaining collaborative relationships between community organizations and university-based faculty and students. Although much has been written about the importance of creating genuinely collaborative university-community relationships, less attention has been paid to complex process by which such relationships are developed and sustained over time. The proposed symposium will focus on the process of creating productive university-community collaborations in diverse settings. Presenters will draw on their rich field experiences to identify common challenges as well as constructive solutions to those challenges.

[278] Developing Community-University Collaboration in Rural Western Australia
B. BISHOP1, P. DEZARDO1
1Curtin University of Technology, Perth,
Collaboration between universities and communities requires considerable change in mindsets of both sets of participants. The roles of the academics as ‘experts’ and the community as consumers are not sustainable in longer-term partnerships. Trust and cooperative work can only be developed in long-term negotiations about the nature and scope of research and consultation. This requires the development of different understandings of what professionals and the community can bring to the relationship. In particular, development by academics of the ‘participant-conceptualiser’ role and researching as the ‘professional stranger’ require the implementation of the community psychological principles of empowerment and citizen participation. For the community, the new role is one in which they are involved in setting research agenda and policy, and possibly in the research process itself. The broader regional and national contexts also have impacts and the notion of contextualism needs to be involved in both the local collaborative activities, but also in framing the process. Two case studies are used to elaborate the process involved in the development of long-term collaborative partnerships between two rural communities and a university in Western Australia.

[279] The Challenge of Joining Voices, Values, and Visions
P. FOSTER-FISHMAN1
1Michigan State University, East Lansing, Michigan
A critical assumption in university/community partnerships is that the outcomes will benefit both the community and the university. Yet, the process of ensuring that our work really makes a difference for the community often requires significant transformation of our practices and priorities. It often requires that we abort prescribed community methods so that research can become transparent, adaptive, and meaningful. It often requires great flexibility in posture and approach, as we adjust to the realities of the setting, the community partners’ unique ways of knowing, and the likelihood that issues and priorities will shift during the lifetime of the project. In this presentation we will present one framework that illustrates how collaborative processes can be pursued to benefit the community and the university. This framework has evolved from our critique of several successful and unsuccessful university/community endeavors. This framework will be illustrated in a discussion of one current university/community project that aims to reduce inequities in educational and economic outcomes. The challenges of shifting project priorities, ambiguous roles, intergroup conflict, and emerging community capacity and their impact on our role as project evaluator will be highlighted. The strategies suggested by our emerging engagement framework will be discussed.

[280] Challenges of a Partnership with a Rapidly Growing Community Agency
G. HARPER1, A. BANG1, R. CONTRERAS1, A. PEDRAZA1, C. SAMANEGO1, J. ORTEGA1
1DePaul University, Chicago, Illinois
This presentation will describe the process of forming and maintaining a university-community partnership between a Latino-focused community-based HIV/AIDS service organization, and a university-based faculty member and students. The partnership was first formed in September 1997 to conduct process evaluations of the agency’s two Latino youth HIV prevention programs (these were the only programs initially), and since that time the size and scope of the agency has grown to include seven HIV prevention programs serving both Latino
and African-American youth and adults. The focus of the partnership has also changed from conducting process evaluations of two programs, to conducting a large-scale quasi-experimental research study of one program, to conducting outcome evaluations of seven programs. Three primary areas of practice that were essential to the initial development and continued maintenance of the collaborative partnership will be outlined (i.e., building relationships, building on existing strengths, and building a sense of commitment to the project), and specific action steps for accomplishing these will be offered. The challenges of working collaboratively with a rapidly expanding community agency will be highlighted, with a particular focus on the ways in which the “growing pains” of the agency impacted the focus and nature of the collaborative partnership.

[281]
Addressing Refugee Well-being Through University-Community Partnerships
K. Miller1
1San Francisco State University, San Francisco, California

This presentation will examine the complexity of developing and sustaining collaborative university-community partnerships that are focused on promoting the mental health and psychosocial wellbeing of refugees. Although several reports have been published that describe the outcomes of successful collaborative endeavors between university faculty and students on the one hand, and community organizations that serve refugees, on the other hand, little has been written about the process of developing those partnerships. Anecdotal data suggest that the development of successful university-community collaborative projects focused on refugees is in fact quite complex and often entails negotiating a variety of interpersonal, political, and structural challenges. For example, through which gatekeeper does one go, when there are multiple, competing gatekeepers to a community? How does one negotiate one’s way through ethnic or religious divisions that exist within a community, since any perceived alignment with one group may cause resentment in another? And now are power relations to be handled, since university faculty often have higher levels of formal education and greater access to financial resources than their refugee partners? Drawing on his collaborative work with refugees from Guatemala, Bosnia, and Afghanistan, the author will explore these and related questions.

[282]
Reflections on University-Community Partnerships
M. Levine1
1University at Buffalo, Buffalo, New York

The discussant will offer commentary on the symposium presentations and identify key issues related to university-community collaborations that should be addressed in the future.

FR 9:45AM-11:00AM Library 135

[283]
State Hospital Patient Cemetery Restoration Project: The New Mexico Model
S. Silverman1, G. Quintana2
1LVCM, Las Vegas, NM 2Contact del Oeste, Las Vegas, NM

Abstract: This interactive workshop will utilize a circular seating arrangement to provide participants with the concept of inclusion. The purpose of this process is the realization that many of our life experiences have neither a beginning nor an end- and thus through participation in the workshop each of us will recognize the importance of restoring this sacred place—both for the healing and recovery we can each claim but also for the dignity of those who lie buried in this sacred place. The presentation will achieve the following objectives: o The differences (and similarities) of the model adapted from the Georgia model; this includes, but is not limited to: cultural competency aspects with the Native American initiatives, traditional Hispanic initiatives, administrative collaboration, historic preservation aspects and potential National Registry application, and the combination of funding streams. o Identifying the tasks to be done, and in what order, for a cemetery restoration project to occur. o The need to stimulate and revitalize the mental health consumer movement within New Mexico and to develop leadership and empowerment for these consumers. The two presenters will invite other consumers to participate actively during this workshop and they will share their thoughts and feelings that occurred during the process of restoring these cemeteries. The intent of bringing consumers is to foster constructive discussion and interaction with all participants. We shall also share the findings of the recent pedestrian ground survey performed by a licensed archeologist—and the most recent grant proposal to have certainty for the location of the approximately 2,000 burial sites at the three cemeteries and one off-site location. We have applied for a grant to utilize ground-penetrating radar so we will be certain of where the sites are before we rebuild the old fences. Both presenters are consumers of services and licensed professional social workers; both have been involved in social justice initiatives and are excited over the challenging task they have undertaken on behalf of promoting consumer leadership and involvement in New Mexico. The lack of a civil rights history for consumers in this state has been one of the greatest barriers to this project and thus we applaud the participation of consumers from other regions of the state. During the process of restoring the cemeteries, consumers have been active participants and have shared their sense of recovery, hope and healing.

FR 9:45AM-11:00AM Science LH1

[284]
Innovative Public Health Psychology Approaches to Promoting Child Mental Health/Development
G. Leever1
1Eastern Virginia Medical School, Norfolk, VA

This symposium will describe four unique initiatives that are designed to improve the mental
health and developmental status of children. The first initiative will describe legislation for a statewide assessment of ADHD. The second will describe the rationale and process for drastically expanding parental participation in behavior management training programs offered through school settings. The third will describe a regional prevention initiative that ensures that children are born healthy and ready to learn. The fourth will describe a community-developed and delivered process for improving communication between parents, schools, and health care providers regarding behavioral and mental health problems.

[285] Eliciting Community Participation in Behavioral Parenting Training Programs
J. PAULSON1, G. LEFEVER1
1Eastern Virginia Medical School, Norfolk, VA

The School Health Initiative for Education (SHINE) is a regional coalition of diverse professionals working together to improve child mental health and development. Although not a legislative action group, SHINE is interested in helping state legislators understand issues related to student health and academic performance. It hosts an annual legislative forum to: 1) educate legislators and education leaders about the impact of mental health and behavioral issues on educational outcomes and 2) allow these community leaders to discuss school/mental health issues in an open, apolitical environment. As a result, the Virginia General Assembly passed (2001) a Resolution to create a legislative subcommittee to study the impact of ADHD on school performance. Based on findings from this legislative study, legislators passed (2002) a follow-up Resolution to conduct a statewide epidemiological study of ADHD. SHINE and the Center for Pediatric Research submitted suggestions for inclusion in the final report, which was presented to the Governor of Virginia and General Assembly (2003 session). SHINE has been successful in using a public health approach to address school health issues and facilitating state-level government awareness of these issues by offering education and opportunity for open exchange of information.

[287] Program SHARE: Improving School/Provider Communication to Help Students Excel
K. HEISLER1, G. LEFEVER1
1Eastern Virginia Medical School, Norfolk, VA

According to the Healthy People 2000 report, child mental health and behavioral problems are on the rise. No where is this more evident than in our public schools, where school nurses deliver more medications for mental health conditions than for any other chronic condition. In 1995 alone, national public school expenditures on behalf of children with ADHD are estimated to have exceeded $3.2 billion dollars. Students diagnosed with mental health conditions are more likely than their non-diagnosed peers to be expelled or suspended, absent from school, or retained. Effective interventions are needed to improve the outcomes of students with ADHD and related behavior problems. Program SHARE is a community-based program designed to increase communication among parents, schools, and providers regarding ADHD and related issues. Program SHARE provides services designed to increase collaboration among key stakeholders regarding the academic and medical management of students with behavioral
problems. Ultimately, Program SHARE seeks to bring about systemic change in how parents, schools, and providers manage students with behavioral problems. Emphasis will be given on the importance of promoting collaboration to achieve an integrated-care approach that treats the whole student.

FR 9:45AM-11:00AM Science LH3

[289] Mentoring Research: Multiple Approaches and Benefits
F. Balcazar1, C. Barker2
1 University of Illinois at Chicago, Chicago, Illinois; 2 Edith Cowan University, Joondalup, Perth

Central to the principles of community psychology, mentoring can provide individuals with both instrumental and emotional support by building support networks, and in effect changing the environments in which participants live. The current presentation will highlight four diverse mentoring investigations, including those done with children, college students, and individuals with violence-related disabilities. Further, these projects will present different approaches to program development, implementation, and evaluation. We hope to encourage participants to think about using mentoring in a variety of contexts, with a variety of populations, and look forward to a discussion about these various approaches.

[290] Effective Peer Mentoring at the Tertiary Level in an Australian University
L. Cohen1, L. Pike2, P. Chang2, J. Pooley2
1 Edith Cowan University, Joondalup; 2 Edith Cowan University, Joondalup, Perth

The transition to university is often associated with stress, anxiety and high attrition rates. To minimize these adjustment effects, the School of Psychology (SoP) at Edith Cowan University implemented a peer mentoring program. The program currently runs for internal and external students. In addition, the PMP has moved from individual mentoring to the use of group mentoring. We have continuously evaluated the PMP through structured student evaluations involving mentors and mentees, using quantitative and qualitative techniques, over the past four years. Results have indicated that the PMP has been highly effective: for the mentees, the PMP has facilitated the development of study groups and social networks; for the mentors, it has enabled the development of professional skills. The implementation of the PMP has reduced attrition rates in the SoP from 19.6% in 1997 to 7.9% in 2001 and increased levels of student performance in introductory psychology courses. The PMP has been acknowledged as an example of international best practice and has received a university award for its contribution to excellence in teaching. To our knowledge, it is one of the few peer mentoring programs at the tertiary level in Australia that has been fully evaluated.

[291] Investigating Peer-Mentoring Among Individuals with Violently-Acquired SCI
F. Balcazar1, C. Keys1, E. Hayes1, M. Engstrom2, J. Holst2, K. Balanz-Vertiz3
1 University of Illinois at Chicago, Chicago, Illinois; 2 University of Illinois at Chicago, Chicago, IL; 3 Schwab Rehabilitation Hospital, Chicago, IL

While violence continues to be the second leading cause of spinal cord injury, traditional rehabilitation hospitals are oftentimes not ready to meet the unique needs of those with violently-acquired injuries. Primarily composed of low-income, young men from ethnic minority groups, because of societal inequalities, many of these patients bring with them a whole host of problems that are not addressed by traditional rehabilitation programs, including low levels of education, poverty, lack of medical insurance, little legitimate employment experience, and lives plagued by street violence. In response to the needs of this group, we have spent the last four years developing and implementing a peer-mentor program, where peer-mentors have been trained to support new patients with SCI injuries through their rehabilitation and community reintegration process. Our presentation will include two components. First, we will present our program model, which was developed in close collaboration with a local rehabilitation hospital. Second, we will present evaluation results that both track the process and outcomes of the peer-mentoring relationships. Further, we will discuss dissemination efforts and successes, as well as plans to extend the current work to future research projects. Panel participants include representatives from the university research team, collaborating hospital, and one peer-mentor.

[292] Promoting Child Resiliency Through a Mentoring and Character Development Program
K. Everhart1, A. Wandersman2
1 University of Colorado School of Medicine, Denver, CO; 2 University of South Carolina, Columbia, South Carolina

A six-month school-based prevention program that blends mentorship for high risk students with a classroom based character development curriculum was studied in its second year of implementation. The program was developed collaboratively using an empowerment evaluation approach in a university / community partnership (Everhart & Wandersman, 2000). One hundred and fifty nine third-grade and fifty four fourth-grade students in a rural south eastern school district received the curriculum. The curriculum was evaluated by comparing low, moderate, and high dosage groups. Children in the low curriculum dosage group evidenced greater increases in problem behavior and concomitant decreases in coping skills than those in the other dosage groups. Mentoring was provided for twenty two children in the third grade who were determined to be at high risk for behavior problems. Mentored children also participated in the TROOPERS curriculum. Comparisons were made between high-risk mentored and high-risk non-mentored children, and low-risk non-mentored children. Children with externalizing problem behaviors and internalizing symptoms responded to different mentoring strategies. Tutoring by mentors was associated with improved grades.
Mentor use of the curriculum during mentoring sessions corresponded to improved child behavior. Possible iatrogenic effects associated with stigmatization, mentor unreliability, and certain mentoring strategies will be discussed.

[293]

Positive Futures: A Randomized Prevention Trial of Youth Mentoring

J. TEBBS1, 3, J. STOREY2, 4, D. HARNAD3, G. BELLINGER2, T. BRADBURY1, N. HOWARD5, A. JORGE6, K. LYON7, P. MITCHELL2, S. NOLFO7, J. POPP7, J. SANTO6, R. SIMMONS4, J. SPINETTI3, S. WEINBERGER2, S. WEST4

1Yale University, New Haven, Connecticut; 2Connecticut Department of Mental Health and Addiction Services, Hartford, CT; 3The Governor’s Prevention Partnership, Hartford, CT; 4Yale University, New Haven, CT; 5The Workplace, Inc., Bridgeport, CT; 6Bridgeport Public Schools, Bridgeport, CT

Mentoring programs have become a popular and promising approach for promoting competence and well-being among youth (Rhodes, Grossman, & Resch, 2000). Although these programs have been developed to address the needs of at-risk youth and to reduce their involvement in problem behaviors, until very recently, youth mentoring has not been evaluated using rigorous designs (DuBois, Holloway, Valentine, & Cooper, 2002). This presentation reports on the initial implementation of a school-based, mentoring program for at-risk youth currently being evaluated in a randomized prevention trial. Known as the Positive Futures Program, a public-private partnership of five different organizations funded by the Center for Substance Abuse Prevention, the intervention is being implemented with 300 at-risk youth in two urban high schools in Bridgeport, Connecticut. The primary aim of the study is to assess the impact of mentoring in preventing substance abuse and other problem behaviors and in promoting competence among at-risk youth. This presentation will report results from the baseline interviews with the initial study cohort and describe the success of the initial year of program implementation.

FR 9:45AM-11:00AM Sninger 100

[294]

Diversity of Innovations of Mental Health Consumer Run Organizations

T. BORSEMA1, 3, G. MESSING2, A. LUCKSTED3, B. HUGHES4, D. SALLEY5, M. KARLSSON6

1George Mason University, Kensington, Maryland; 2Wichita State University, Wichita, Kansas; 3Center for Mental Health Services Research, University of Maryland, Baltimore, Maryland; 4Michigan State University, East Lansing, Michigan; 5George Mason University, Fairfax, VA

Overview

Innovative mental health consumer run organizations are developing that exemplify diversity in new values and accompanying action. Largely invisible, they have not been well studied. These self-help organizations include informal mutual help groups as well as self-help agencies, legally incorporated nonprofit organizations, that receive funds to provide self-help-based services to peers. The session will discuss research and action on some of the rich diversity of consumer run organizations and their initiatives including: evaluating the services of state funded consumer run agencies; advocacy and support initiatives of Hearts and Ears, for the GLBT (gay, lesbian, bisexual, transgendered) community with mental illness who challenge mainstream services; evaluating an intervention effort to introduce Schizophrenics Anonymous (SA) into forensic settings; and comparisons of how mutual help groups operate within different health care systems in the U.S., U.K., and Sweden.

FR 9:45AM-11:00AM Sninger 201

[295]

Making and Interpreting Duality Drawings: Participant Art as Qualitative Data

C. HAZEL1

1University of Northern Colorado, Golden, CO

Experiential session will introduce participants to the technique of duality drawings. Art-making offers an often underutilized medium of communication for the artist with themselves and others. Art-making is often a non-sequential, intuitive activity. Perhaps for this reason, making art can be intimidating for some people. The duality drawing provides structure which can help overcome resistance to the task. The duality assignment also allows consideration of dialectical aspects of a topic. Starting with an art project also gives the participants something concrete from which to spring subsequent discussions. And, finally, the artwork represents a permanent product that can continue to be analyzed. Drawing on her art therapy experiences, Hazel asked children to draw a safe and an unsafe school as an entry point to interviewing them about school safety as part of a multiple case study of perceptions of elementary school safety. Students were asked to draw a line down the middle of the page and on one side, draw a safe elementary school, and on the other, draw an unsafe elementary school. After the drawings were complete, the children discussed their pictures. The drawings and the children’s responses to the interview will be presented. Then participants will make their own duality drawings in response to the conference theme of how to move from values to action in incorporating diversity. After drawing, participants will have the opportunity to discuss their drawings and the value of the technique in small groups. The sessions will conclude with a discussion of the possible applications of the technique for effecting community understanding and change. Logistical needs: Room in which participants can make and display art (i.e. tables rather than auditorium seating; wall space to hang art [I have tape that will not hurt painted surfaces]; I will provide the art supplies).
The Communities That Care Model: Lessons Learned


1 New Mexico Highlands University, Las Vegas, New Mexico; 2 University of Washington, Seattle, Washington; 3 University of Illinois at Urbana-Champaign, Illinois; 4 Investing In Our Youth, Bunbury, Ohio; 5 United Way, Columbus, Ohio; 6 University of Quebec at Montreal, Montreal, Quebec

The Communities That Care (CTC) model is a community mobilization tool that can be used for improving community health through the application of prevention science based initiatives. Since the model is approved for funding by many different agencies and is often actively promoted by those agencies, CTC has been widely adopted by diverse communities. The symposium will illustrate the various ways the CTC model has been implemented, or will be implemented, in differing communities. Successful and unsuccessful strategies will be addressed, as well as strengths and weaknesses of the model as they were displayed in the varying communities.

Ohio's Partnership for Success Initiative


The Center for Learning Excellence, Columbus, Ohio

Partnerships for Success (PIS) is a third generation community planning process sponsored by the Ohio Department of Youth Services and Family and Children First Initiative. In this case, planning can be thought of as a future oriented activity in which potential actions are evaluated against the prospect of achieving desired results. The purpose of this paper is to describe the role of the PIS Academy and the development of the PIS process and guiding principles. Analysis of the PIS model, guiding principles and the role of the PIS Academy represent a unique opportunity to consider community practice.

Las Vegas, New Mexico, Communities That Care

J. Hill, L. Jaureguberry, K. Martinez, E. Martinez, E. Ratzloff, K. Underhill

1 New Mexico Highlands University, Las Vegas, New Mexico; 2 Las Vegas Communities That Care, Las Vegas, New Mexico; 3 City of Las Vegas, Las Vegas, New Mexico; 4 San Miguel Maternal and Child Health Council, Las Vegas, New Mexico

This small, rural, largely Hispanic community began implementing the CTC model in 1997. We are currently in the process of conducting an overall evaluation of the progress and our process. Major issues we have encountered include the regular collection of appropriate data, promoting the exclusive use of science-based initiatives to constituents who question the relevance of mainstream scientific findings to their community, maintaining adherence to an overall prevention plan, reliance on volunteers, and sustainability.

Promoting Community Competence

M. Arthur

1 University of Washington, Seattle, Washington

Community competence has been defined, in part, as a community's capacity to monitor its strengths and problems and to respond effectively to conditions that hinder the health and well-being of its members (Cottrell, 1976; Eng & Parker, 1990). Communities That Care (CTC) is a prevention planning approach that is designed to mobilize and support communities in using prevention science as a basis for assessing risk and protective factors for adolescent problem behavior, prioritizing specific factors, and implementing tested effective prevention policies, and practices to reduce prioritized risk factors while promoting protective factors in the community (Hawkins, Catalano, & Associates, 1992). Thus, CTC provides one approach to promoting community competence to address the developmental needs of youth. This presentation will draw from the reader's experiences in implementing and evaluating the CTC approach in diverse communities to discuss several aspects of community competence. Both theoretical and practical issues in implementing CTC will be addressed, organized around the topics of community readiness, mobilization, leadership, strategic planning, self-monitoring, and sustainability. Contextual factors influencing the implementation and success of the CTC approach in different settings will also be described, and the implications of research on the CTC approach for efforts to use prevention science as a basis for promoting community competence will be discussed.

The Experience of Project E=MC2 in Montreal, Canada

L. Brunson, M. Larrivee, C. Boucharo

1 Boscoville 2000, Montreal, Quebec; 2 Université du Québec à Montréal, Montréal, Quebec

Our workgroup is considering using the CTC model to mobilize communities around the goal of preventing child abuse and neglect in Quebec. Core elements of the CTC approach that we expect to adopt include local coalition building and action informed by a comprehensive, data-based assessment and supported by a repertoire of best practices. However, we also anticipate the need to adapt this approach to address a substantively different focal issue within the local cultural and organizational context. Some of the questions we are examining include: · the philosophy of community change underlying the CTC approach fits with local traditions and concepts of community change; · how to initiate and support the process of mobilization within local communities; · how to support the process of systemic, comprehensive community assessment in a way that does not overburden local coalitions; · how to help coalitions balance the need for focused, achievable action plans with the need to address problems systemically; and · how to conduct an
evaluation of the overall impact of this approach across coalitions that implement different action plans. This presentation will discuss the process of adopting and adapting the Communities that Care model in this new context.

[301] Implementing Communities That Care in Australia

C. CARLON

Investing In Our Youth, Bunbury.

Investing In Our Youth is the first Communities That Care Project to be fully established in Australia. It operates across four local government areas in the South West of Western Australia. The project is currently moving to implement the community prevention plan. The key issues to emerge in this context have been around the different epistemological view/understandings of collaboration and working with community. The concept of prevention science that is central to the CTC approach holds a positivist/post positivist epistemological position. Implicit in such a position is the use of evidence and an aspiration to certainty. The application of the CTC approach relies on mobilising and conceptualising community. In an Australian context the concept of community and the processes of community work are largely informed by a constructionist/subjectivist epistemological position. The fluid nature of community as emphasised by Australian community development literature does not sit comfortably with the solid and certain nature of the evidence base approach of CTC. Key issues have emerged through significant events in the local project working across these positions. Key points of reflection have occurred in response to these issues. Exploring these events/issues through a process of reflective practice the local project has been able to move forward in a way that has supported understandings of collaboration and community based approaches to social change.

[302] Peer Support Systems in a Multicultural Disadvantaged Community

M. VISSER

1University of Pretoria, Pretoria,

Introduction and overview In a developing country with limited resources to provide psychological assistance to young people in crisis a peer support system was implemented in schools. In this presentation the goal of the intervention will be outlined, the peer support system will be conceptualized using a systems perspective and a model for the implementation of the intervention with the aim of sustainable change, will be discussed. A process and outcome evaluation will be provided and the value of peer education and support as alternative form of psychological intervention for learners experiencing psycho-social problems will be critically evaluated.

[303] Peer Support as Psychological Intervention in a Multicultural Disadvantaged Community

P. SMALL

1Gauteng Department of Education, Pretoria, Pretoria,

In this paper the context of the intervention and the psycho-social needs of young people in a disadvantaged multi-cultural community will be described as motivation to implement an alternative helping system. It was found that large-scale societal changes in the community contributed to a lack of guidelines for young people about appropriate behavior, resulting in high-risk behavior related to substance abuse, HIV/AIDS and crime. The goal of the peer support system was to facilitate young people to develop appropriate strategies that could result in the change of peer group norms and the promotion of healthy behavior. The peer support system will be conceptualized in terms of the multi-level systems approach of Bronfenbrenner (1979) to describe the interaction between various sub-systems. This model indicates that the system can only be implemented effectively if the peer support system is supported by the various sub-systems in the school community as well as helping professionals from the community and the educational authorities.

[304] A Model for Implementation of Community Interventions

M. VISSER

1University of Pretoria, Pretoria,

Through years of experience and the study of successful and unsuccessful implementation of interventions, a model for the implementation of community interventions was developed. The model is based on action research, using the systems theory with aspects of the ecological and social construction theory as theoretical framework. The model is based on principles such as community participation, communication, construction of shared meanings, empowerment, ongoing support and continuous
Society for Community Research and Action 9th Biennial Conference

[305] Process Evaluation of the Implementation of the Peer Support System

M. Vesser, C. Burke, H. Boshoff, M. Dinna, M. Du Preez, R. Hanke, N. Kerr, J. Ross, M. Saht
University of Pretoria, Pretoria,

In a process evaluation the implementation of the intervention is monitored on two levels: in terms of the personal growth and experiences of the peer supporters and the identified strengths and obstacles in the implementation process. The personal development of the peer supporters during the training sessions was studied through pre- and post-assessments. The impact of being a peer supporter was assessed during weekly supervision sessions and focus group discussions during the period of implementation. The implementation of the intervention was studied through observation, discussions on weekly supervision sessions, their daily dairies as peer supporters and focus group discussions with the peer supporters, teachers and learners as potential users of the peer support services. It was found that the peer supporters gained in personal growth through the training and assistance of their peers. Problems experienced in the implementation of the system were the following: the acceptance of the system in schools, building relationships of trust amongst learners, support from the various role-players in the school system, and the developing of a network of resources as a helping network for the peer supporters. This feedback was used to develop strategies to overcome these barriers in the implementation of the intervention.

[306] Outcome Evaluation of the Peer Support System

P. Chow, M. De Swart, S. Eiselen, T. Lozi, M. Swart, C. Uys
Department of Psychology, University of Pretoria, Pretoria,

The outcome of the intervention is evaluated in terms of the impact of the peer support system in the school community. This is assessed using a questionnaire measuring psychological well being, school climate and reported high-risk behavior patterns related to substance abuse, high-risk sexual behavior and anti-social behavior. These variables were assessed in a pre-test involving 1,000 young people in the 10 secondary schools involved, in Grade 8 to 11 (13-18 years). The sample of learners was stratified in terms of gender and age group. Using the same questionnaire again after a year of implementing the peer support system, behavior patterns and changes in behavior patterns of young people could be identified. The results and recommendations for utilizing the potential of the peer support system in a multicultural disadvantaged community will be discussed.

FR 11:15AM-12:30PM Burris 129

[307] Making Methodological Choices in Community Research: A Case-study for Discussion

G. Pretty, A. Patern-McGuire
University of Southern Queensland, Toowoomba, Queensland; Vanderbilt University, Nashville, TN
Discussants: A. Fisher, Victoria University of Technology, A. Long, Vanderbilt University

Overview

As demonstrated in the symposium-poster session, "Innovations in Quantitative and Qualitative Approaches to SOC Assessment," there is a plethora of approaches to investigate community phenomena, whether attempting to understand processes or outcomes of a community’s psychology. This roundtable offers an opportunity to discuss diverse and complimentary methods using a case study of SOC as a "real-time" example. Critiques and challenges of methods will be posed by experienced and novice researchers on issues of: levels of analysis, inclusivity and ownership, symbolic representation, social advocacy and critical de-construction of language. Discussants will describe how they would develop methods for the case study from various innovative, practical and conceptual perspectives. Conference participants are asked to contribute views on and experiences of methodological issues pertaining to the SOC case in particular and community psychology in general.

FR 11:15AM-12:30PM Kennedy

[308] Learning Communities and Learning Organizations

P. Speer, D. Perkins, K. Bess, D. Cooper, S. Evans
Vanderbilt University, Nashville, Tennessee
Discussants: C. Keys, University of Illinois at Chicago

This session will present an overview and initial findings from an ongoing study on the way that formal and informal networks of community, in all their social and organizational complexity, are vehicles of learning. Civic learning and the development of social capital occur not only in culturally defined communities and organizations, but also in many kinds of voluntary associations. The purpose of this research is to conduct an ecological analysis of neighborhood-based community organizations that provide opportunities for human development, learning, and empowerment. Thus far, the learning and other psychological bases for social capital remain largely untested, and learning organization processes and outcomes in small non-profit and voluntary organizations and communities have not been well established. The three papers will discuss the role of context, process, and action as related to organizational learning and to the development of
Learning communities. Chris Keys, one of the major organizational researchers in community psychology, will serve as discussant.

[309] Learning Contexts
D. COOPER¹, D. PERKINS¹
¹Vanderbilt University, Nashville, Tennessee

We examine the contexts in which learning occurs. Our aim is to research the way that formal networks of community, in all their social and organizational complexity, are vehicles of learning – from cultural transmission between generations, to the adaptation of people and populations, to mutual assistance within groups and organizations, to social change in individuals, organizations and society.

[310] Learning Processes
K. BROSS¹, S. EVANS¹
¹Vanderbilt University, Nashville, Tennessee

The success and survival of community organizations may depend on their ability to scaffold human development to meet the needs of their members and the organization as a whole. Success may also depend on their attention to the inclusion of young people and adults as volunteers in a way that views them as resources and recognizes their contributions. We present models for the ways organizations create learning opportunities, drawing on Barker's behavior theory, Seidman's social regularities, Kegan's constructivist developmental theory, Torbert's developmental action inquiry and Habermas' communicative action.

[311] Learning Actions
P. SPEER¹
¹Vanderbilt University, Nashville, Tennessee

We explore ways that empowerment theory can be used with communities and community organizations as a means of engaging citizens in actions that further the interests and sustainability of the community as a whole. Social capital and learning theory are used to show how it is that people become socially engaged through their knowledge and networks, and how this engagement can result in positive community action.

FR 11:15AM-12:30PM Library Addition G35

[312] Indymedia (R)Evolution: The Global Network & Rise of One Indymedia Center
S. MEINKATH¹, M. LEHMAN¹, T. STEINLAGE², B. HAGY²
¹University of Illinois at Urbana-Champaign, Urbana, Illinois; ²Urbana-Champaign IMC, Urbana, Illinois

Over the last three years, there has been a resurgence in grassroots media production and empowerment efforts. This global movement, called Indymedia, espouses a rhetoric of social justice, non-discrimination, democratic and participatory organizing structures, egalitarianism, local control of media production, skills-sharing and education, non-hierarchy, and devolution of decision-making power. At the center of this movement are media production and disseminations centers called Independent Media Centers (IMCs). In September, 1999 there was one IMC. Today, there are over one hundred IMCs in more than forty countries worldwide. These alternative settings provide an ideal case study for investigating the processes and procedures that are conducive to their continued success and the logarithmic expansion of the Indymedia network. Much of the research on alternative settings dates back to the 1960s and 1970s. Today, organizational research is mostly focused on corporate and established institutional settings. This forum provides an opportunity for an in-depth study of factors that support collaboration, sustainability, and expansion of alternative settings -- from the point of view of the participants themselves -- and offers a window into the successes and problems within the modern-day Global Justice movement. Truly understanding the factors that create successful outcomes requires a holistic analysis of the setting and deep knowledge of the organization. One way to gain a comprehensive understanding is to participate and observe in the setting. As an ongoing participant and co-founder of the Urbana-Champaign IMC (UCIMC) and a core organizer of the Global Indymedia Network, the convenor been studying changes in the climate, processes, and protocols of one local IMC and Indymedia as a whole. This forum, provides a venue for: Viewing front-line Indymedia coverage of protests and events throughout the world; Listening to the stories of Indymedia participants; and, Sharing strategies and tactics that have led to participants effectively working together. Through participants' observations, we hope to contribute additional insight to answering the continuing question of "What contributes to effective collaboration?" In particular, we will attend to elements of the group process (e.g., decision-making, conflict resolution), structure (e.g., organizational tactics, evolution of the organization), goal-setting and implementation, and those factors that facilitate and/or impede collaborative work.

FR 11:15AM-12:30PM Library Addition G35

[313] Teaching to Challenge Student Mindsets: Conversation and Materials Exchange
J. DALLTON¹, S. DAVIS², B. LLOYD³
¹Bloomsburg University of Pennsylvania, Bloomsburg, Pennsylvania; ²North Central College, Naperville, Illinois; ³Pennsylvania State University, Delaware Campus, Media, Pennsylvania

Overview
This roundtable discussion is for current and prospective teachers of undergraduate and graduate community psychology courses. We will discuss innovative methods for challenging and broadening student preconceptions of psychology, human diversity, and community life. We also will coordinate an exchange of course teaching materials. We ask attenders who teach community psychology courses to bring 25 copies of a course syllabus or innovative assignment they have used in their courses, to exchange with others. Facilitators and audience will discuss the following questions, focusing on innovative teaching methods: "What kinds of experiences (e.g., collaborating with community members, or classroom simulations) can help students
Society for Community Research and Action 9th Biennial Conference

learn to assess community and social issues, understand these in context, and propose useful ways to address them?"  "How can we prepare students for a career in social work?"  "How can we work with communities that differ in terms of culture, life experiences, or privileged status?"
How can we integrate study of community psychology into other areas of undergraduate and graduate curricula (e.g., for clinically-oriented students, introductory courses, or across disciplines)?"

FR 11:15AM-12:30PM Science LH1

[314] Social Discrimination, Sexual Orientation, and Health Among Gay Men of Color
H. Yoshikawa
New York University, New York, New York
This symposium addresses issues of social discrimination, sexual identity, mental health, and HIV risk among gay men of color. In the third decade of the AIDS pandemic, evidence shows that gay men of color are increasingly at risk for HIV infection in the United States (Valleroy et al., 2000). Despite this fact, only a handful of studies have examined contextual determinants of HIV risk and mental health particular to African American, Latino, or Asian/Pacific Islander gay men in the US. This panel presents one presentation each on these three groups, using a mix of quantitative and qualitative methods. Health effects of multiple forms of discrimination -- including homophobia, racism, anti-immigrant discrimination, and stigma related to being HIV positive -- will be considered, in conjunction with social networks, social networks, and other individual and contextual factors. The presenters and their data represent a range of ethnic, geographic, and methodological diversity that mirrors the theme of the biennial conference.

P. Wilson, H. Yoshikawa, D. Char
New York University, New York, New York; Harvard University, Boston, MA
The unique predictors of mental health and HIV risk among gay men of color are still largely unknown. Social discrimination experiences predict mental health problems and HIV risk among Latino gay men (Diaz et al., 2001). This study uses qualitative data to examine the link between characteristics of oppressive experiences and responses to them. In addition, we use quantitative data from 150 A/PI gay men to explore the relationship between social discrimination and mental health, and investigate the protective role of social network interactions regarding discrimination. Results from the qualitative analysis show that men who report more confrontive responses to discrimination report lower levels of HIV risk. Episodes experienced in the gay community are less likely to occur with responses of confrontation, while episodes experienced in public are more likely to occur with this response. Episodes involving East Asian stereotypes of submissiveness are less likely to occur with responses of confrontation, and more likely to occur with responses of self-blame. Data from the quantitative study show that experiences of racism and homophobia contribute independently to higher levels of depressive symptoms. The combination of low levels of experienced homophobia and conversations with gay friends about discrimination appears to protect against these high levels of symptoms.

[316] Sexual Identity and HIV High Risk Behavior among Young African American Men
J. Peterson, T. Hart
Georgia State University, Atlanta, Georgia; Emory University, Atlanta, Georgia
Recent evidence reveals significantly higher rates of HIV seroprevalence among young African American men than among other men (Valleroy et al., 2000). The current study examined the predictors of unsafe sexual behavior among young (18-25 yr. old) African American MSM in Atlanta, Georgia. Study participants (N = 770) were recruited at random from specific venues where eligible men gathered and were screened to participate in personal interviews. Demographic variables (age, education, and employment status), sexual identity (gay-identified or not), carrying a condom, and peer norms regarding safer sex were examined as predictors of HIV high risk sexual behavior. Multivariate results revealed that men who were 21-22 years of age were less likely than participants 23-25 years of age to have practiced unprotected anal intercourse (OR = 0.49, p < .05). Also, not carrying condoms (OR = 3.07, p < .01), gay sexual identity (OR = 2.28, p < .01), and peer norms less supportive of safer sex (OR = 1.76, p < .05) predicted increased likelihood of unprotected anal intercourse. These findings demonstrate the need to develop social interventions that address different sexual risk behaviors among gay/bisexual than non-gay/bisexual young African American MSM and the influence of peer norms to promote sexual risk reduction in this community.

[317] HIV/AIDS Stigmatization in the Latino Gay Community
R. Diaz
Cesar Chavez Institute, San Francisco, CA
The majority of HIV-infected young gay and bisexual men in the US do not know their own serostatus (CDC, 2002). While it is clear that there are multiple medical benefits of knowing one’s HIV status, it is time that we ask, what are the social costs? My hypothesis is that the presence of HIV/AIDS stigmatization within the gay community might be the main detractor for young gay men, particularly young gay men of color, from finding their own HIV status. This presentation documents -- qualitatively (N= 293) and quantitatively (N=912) -- HIV/AIDS stigma among Latino gay/bisexual men in three US cities, as well as the impact that such stigmatization has on the well-being of HIV positive men. In qualitative data, HIV/AIDS stigma was expressed as morally demeaning descriptions of HIV-infected individuals, as well as by a resistance to relate -- sexually or romantically -- to them. In the quantitative survey, 57% of HIV-negative men believed that HIV-positive individuals are responsible for getting infected. Nearly half (46%) of all HIV-positive participants reported having been treated unfairly because of their serostatus. In multivariate analyses, HIV stigmatization predicted significant portions of
Society for Community Research and Action 9th Biennial Conference

FR 11:15AM-12:30PM Science LH3

[318] Schools, CBOs, and Churches: Facilitating Positive Youth Development
E. SEDMAN1, B. HIRSCH2, T. MOORE3, O. REYER4
1New York University, New York, New York; 2Northwestern University, Evanston, Illinois; 3University of Illinois at Urbana-Champaign, Champaign, Illinois; 4University of Illinois at Chicago, Chicago, Illinois

Overview
A roundtable discussion will be conducted as if it was the final meeting of a City Youth Development Department trying to hammer out recommendations on how to most effectively provide services that facilitate the positive development of primarily low-income, minority youth prior to forwarding the recommendations to the City Council. The panelists, each an expert action-scientist, will advocate for the supremacy of schools, CBOs, religious institutions, athletic organizations, or some combination thereof, as the critical organization to be funded. Panelists will draw on contemporary empirical evidence and historical evidence on the success of these different organizations, their cost-effectiveness, and the mechanisms by which they achieve the desired outcomes. The meeting is open to both local agencies and the public. Using a set of questions that reflect these issues, the chair will endeavor to facilitate a thorough and open discussion of these concerns among the panelists, agency advocates, and public, before fashioning the recommendation to be forwarded to the City Council.

FR 11:15AM-12:30PM Sininger 100

[319] Engaging Community in the Evaluation of Batterer Intervention Programs
E. MANKOWSKI1, C. SILVERGLEID1, D. WILSON2, S. MORGAN3, N. YRAGUI1
1Portland State University, Portland, Oregon; 2Portland State University, Portland, Texas; 3Portland State University, Portland, OR

Discussants: S. COOK, Georgia State University

Community response to domestic violence shifted in recent years toward increased law enforcement and integrated mental health interventions designed to increase men’s accountability for their violence. One result has been a prolific increase in batterer intervention programs for abusive men (BIPs). Drawing on fundamental community psychology principles (e.g. multi-level analyses and ecological models), this symposium will critique BIPs and present 4 studies that move beyond traditional outcome oriented research on these programs to address organizational issues, incorporate and engage the voices of victims and perpetrators, and present a multi-leveled process model to explain how men in these programs change.

[320] Characteristics, Structure & Practices of Batterer Intervention Programs
D. WILSON1, E. MANKOWSKI1, C. SILVERGLEID2
1Portland State University, Portland, Oregon; 2Portland, Oregon

Many communities have responded to increased domestic violence by mandating batterers to programs intending to prevent future violence. Most states have standards that regulate the structure of these batterer intervention programs. These standards have been set without knowing the characteristics and structure of programs in existence, or whether the standards improve the efficacy of the programs. A survey of batterer intervention providers in Oregon (n = 51) was conducted to assess the history of each program, its philosophical orientation and curriculum, its collaboration with domestic violence councils, victims? advocates, and probation officers, its intake procedures, fees, and types of participants, the number of and activities in the group meetings, the length of program and requirements and criteria used to determine program completion, the percentage of clients who complete the program, the characteristics of group facilitators/educators, and the existence of services for culturally diverse participants, women, or post intervention groups. Results showed that programs are generally diverse, although program philosophy is dominated by the Duluth curriculum. Most programs collaborate with probation officers and victims? advocacy organizations. Few programs provide aftercare resources or curricula for culturally diverse clients. Findings help to evaluate how well existing programs are meeting community needs.

[321] Voices of Abused Women and DV Advocates in Batterer Intervention
N. YRAGUI1, S. MORGAN1, C. SILVERGLEID2
1Portland State University, Portland, Oregon; 2Portland, Oregon

Evaluating batterer intervention programs through the lens of community psychology offers opportunities for community engagement and partnership. This study of abused partners is part of a longitudinal evaluation of 2 batterer intervention programs and assesses the nature and frequency of victims’ experiences of abuse. Contacting and interviewing women partners of men currently in a batterer intervention program is considered controversial in the domestic violence (DV) field, particularly with respect to women’s safety. In an effort to negotiate this issue successfully, a partnership was established between researchers and 2 DV programs serving abused women. This paper addresses issues related to working with community partners in developing and implementing a protocol for interviewing victims of violence. The victim’s advocates’ unique contributions articulated research activities through addressing the following issues: understanding problems faced by women experiencing domestic violence; conducting supportive interviews; offering women community DV resources; coping with hearing victim’s stories of abuse; and, most importantly, strategizing to avoid compromising women’s safety. In addition, preliminary findings from abused partners will be provided based on reports of abuse assessed by the Conflict Tactics Scale.

93
Violence. These findings illustrate how changes in goals, and adherence to program goals and levels of psychosocial variables and adherence to program intervention and psychosocial variables, between significant relationships between exposure to the violence. A series of multivariate analyses showed significant relationships between exposure to the intervention and psychosocial variables, between psychosocial variables and adherence to program goals, and adherence to program goals and levels of violence. These findings illustrate how changes in DV occur within a BIP and inform theories about causes of DV.

**FR 11:15AM-12:30PM Sininger 201**

**[324] Forging Strengths-Based Social Policy: A Roundtable Discussion**

K. Maton1, I. Sandler2, A. Solan3

1University of Maryland Baltimore County, Baltimore, Maryland; 2Arizona State University, Phoenix, Arizona; 3Arlington, Virginia

**Overview**

A long-standing challenge for our field has been bridging the divide between accumulated research findings and extant social policy. The Division 27/37 Strengths-based Task Force initiative was developed to help bridge that divide. In Spring, 2003, the Task Force will publish a strengths-based policy report, for use in an advocacy campaign to promote strengths-based, in contrast to deficits-based, policies. The report summarizes the key themes of an edited volume, “Investing in Children, Youth, Families, and Communities: Strengths-based Research and Policy” (in press, APA Publications). The proposed session will contribute to the development of an advocacy campaign centered around the policy report. First, the report will be briefly summarized (and distributed). Then the panel members, joined by policy authors from the volume, will take part in a roundtable discussion, with audience members encouraged to participate fully in the ensuing dialogue. The following questions will guide the session: 1. What strategic steps are necessary to bridge the divide between accumulated research findings and strengths-based social policy? 2. How can the policy report best be used towards this end? 3. What other steps can SCRA as an organization take to move a strengths-based policy agenda forward?

**FR 11:15AM-12:30PM Sininger 202**

**[325] What Now?! Making a Broad and Just(ified) Community Impact**

P. Dowrick1, M. Fischer1

1University of Hawaii, Honolulu, Hawaii

Many of us develop worthy programs in response to community issues, sometimes with federal or foundation funding, which run out after 3 years or so. Some of us continue programmatic research and action with derivative grants. Then what? When the funding eventually ends, then typically, so does the action. We bring our experience with Video Futures and ACE Reading to the forum to provoke interaction and exchange with others’ seasoned experiences and fresh ideas. We offer the following topics in an innovative format: sequential funding (same agency); complementary funding (multiple agencies); patents and trademarks; the non-profit and for-profit wings; products and services; business plans; soft marketing of community responsive research and action. Our format spins off a methodology called “triggers,” which attempts to maximize the contributions of participants. For each of the seven topics (indicated above), we have 6-9 related issues. We will present...
Society for Community Research and Action 9th Biennial Conference

FR 11:15AM-12:30PM Sininger 205

[326] Science and Community Psychology
A. WANDERSMAN

With the movement in psychology to attach science to the names of our subdisciplines, this panel is designed to examine the implications of the relationship of traditional scientific paradigms with the models and values of community psychology. A panel of noted community psychologists will discuss benefits, constraints and new models of the relationship between science and community psychology.

[327] Learning from Communities
M. SANS

The dominant model of prevention science envisions programs that are developed by academic researchers and then disseminated to communities. Although this model acknowledges that programs must be modified for diverse contexts, and distinguishes between efficacy in controlled settings and effectiveness in more natural settings, learning is assumed to go one-way. I suggest two ways that this dominant paradigm should be modified. First, many of the contextual conditions that foster or hinder physical and mental health are not part of specific prevention programs. Governmental and non-governmental systems from schools to child care providers to departments of welfare or public health make choices that affect the welfare of millions of participants, while social scientists devise careful and often expensive programs that affect hundreds. I offer an example from child care policy. We might achieve more impact by studying variations in existing systems and promoting best practices. Second, many specific programs that fit well in and are sustainable in local communities are developed there, but are never studied. Like pharmacologists who put indigenous remedies to rigorous scientific test, we should locate, study, and disseminate successful indigenous programs in addition to developing our own. An innovative program for homeless individuals is an example.

[328] Community Psychology Is Not (Thank God) a Science
J. RAPPAPORT

It is easy to assume that the only way to know things is to do science. This is false. Knowledge can be obtained in many ways; And science is not all it is cracked up to be. It is also easy to assume that the only things worth doing are those that have been scientifically demonstrated. This is also false. Many things worth doing have no scientific basis. It is true that mainstream academic psychologists tend to evaluate the worth of activities according to how well they fit their ideal of a scientific method. Many psychologists have aspirations to be seen as scientists. This is unreasonable because there are certain advantages--including access to money, power and legitimacy. But these reasons have nothing to do with knowledge, useful activities, or intellectual merit. Community Psychology cannot exist under such constraints. To the extent that we play by those rules the field will cease to exist because community psychology must be concerned with social justice--a distinctly non-scientific concern, not subject to scientific verification, falsification, or method. To the extent that we challenge the rules and provide alternatives that are intellectually and morally compelling the field will make important contributions to scholarship, research and action.
Community psychologists debate the best ways to advance our understanding of communities, and the transactional relationships among different levels of human and social ecologies. Enhanced understanding and articulation of patterns of relationships, explanatory principles, or even causal mechanisms will allow us to engage in more informed research and action that is also consistent with the values and aims of the field. This presentation will propose that more systematic study of the processes of program adoption, implementation and adaptation hold promise for systematic inquiry in community psychology. Sustained attention to implementation and adaptation of both programs and community settings offers not only the prospects of insight into program effects, but also processes of maintenance and change. Illustrations from preschool and elementary school interventions will be discussed.
FRIDAY JUNE 6TH PM

FR 12:30PM-2:00PM Central Park

Boxed Lunch

FR 12:45PM-1:45PM Sining 100
Community Health Interest Group Meeting - Susan Wolfe and David Lounsbury, Co-Chairs

FR 12:45PM-1:45PM Sining 201
Disabilities Interest Group Meeting - Esther Onaga, Chair

FR 12:45PM-1:45PM Sining 202
School Interventions Interest Group Meeting - Nadia Ward, Chair

FR 12:45PM-1:45PM Sining 205
Interest Group on Lesbian, Gay, Bisexual and Transgender Concerns Meeting - Alicia Luckstead, Chair

FR 12:45PM-1:45PM Library 135
Students of Color Meeting - Omar Guessous, Chair

FR 12:45PM-1:45PM Library Addition G35
Publications Committee Meeting - Dina Birman, Chair

FR 2:00PM-3:15PM Butris 129

[331] Community Psychologists in Action: Providing Consultation in the Community
T. NAGARAJAN1, J. SINGH1, L. GARNER1, L. DARLACH1, J. ALVAREZ2
1DePaul University, Chicago, IL; 2DePaul University, Chicago, Illinois

Overview
The purpose of this roundtable is to discuss the processes involved when graduate students conduct consultation in the community. Presenters have been involved with community organizations in various capacities. They gained entree into a setting, negotiated a contract, and collaborated with community members in conducting program development and/or evaluation projects. Many community psychologists describe the results of their projects, but hardly discuss how a project is conducted, the challenges faced during the process, and lessons learned. The topics that will be addressed in this roundtable discussion include: a) how one gains entree into a community setting successfully, b) the challenges and obstacles one faces when consulting in the community, c) how community psychologists balance the needs between their own agenda and the community's agenda, d) the types of skills necessary to successfully conduct this type of work, e) recommendations for those who are interested in doing similar work, f) the impact of being a graduate student in consultation, and g) the role of cultural differences. There will be an interactive discussion between audience participants and roundtable members. Each presenter will discuss his/her experiences briefly and address these topics, and then it will be opened up for discussion among the audience and presenters.

FR 2:00PM-3:15PM Kennedy

[332] Clinical and Community Psychology: Successful Integration or Strange Bedfellows?
M. NATION1, J. COOK2, T. MOORE3, A. WANDERSMAN4, S. COYNE5, E. HERDON6, K. MCKINIGHT7, S. MORRISCHIE
1University of Florida, Gainesville, Florida; 2University of North Carolina at Charlotte, Charlotte, North Carolina; 3University of Illinois, Urbana, Illinois; 4University of South Carolina, Columbia, South Carolina

Overview
A recent special section of The Community Psychologist depicts ways that community and clinical psychology concepts and practice have been successfully integrated. This roundtable is designed to follow up on the special section. This roundtable will initiate and encourage a discussion of the benefits and pitfalls of clinical and community psychology integration. The merits of moving toward or away from a mental health focus or individual level analysis will be discussed. Is adoption of key concepts (prevention, empowerment) of community psychology by other groups evidence of the diminution or increase of community psychology's influence? Are we at risk of losing our identity as a discipline? Since an original
Society for Community Research and Action 9th Biennial Conference

goal of a community psychology was to separate from clinical psychology, can we integrate the two without losing our identity? The editors of the Special Section and the past president of SCRA, along with graduate students in a Clinical-Community Psychology program will address ways to effect: - more systematic approaches to integrated training, - intervention models that reflect an appreciation for a wide range of factors, from intrapersonal to ecological, and - mutual respect for both clinical and community research and practice.

FR 2:00PM-3:15PM Library Addition G35

[333] Creating Community Movements to Put Kids First
M. Warren1, S. Ealey1, M. Warren1, S. Wituk2, K. Stewart3, B. Stifeley1, L. Vandsver1, G. Meissen1, R. Bremey1, R. Bryant1, C. Holt2, J. Usher1
1Wichita State University, Wichita, KS; 2University of Kansas, Lawrence, KS; 3Kansas Health Foundation, Wichita, KS

Comprehensive community initiatives promote positive behaviors and focus on locating and mobilizing readiness for change rather than trying to create it. These approaches often connect people in communities with common interests to learn from each other and work together. The ultimate goal of comprehensive community initiatives is sustainable positive change to create healthier communities. Along with increased interest in community change initiatives is a growing concern regarding the health and well-being of children. If communities can make the environment more positive for children, many of those changes will also benefit the entire community; a community that is better for children is better for everyone. With this in mind, the Kansas Health Foundation, the Self-Help Network at Wichita State University, and the University of Kansas Workgroup on Health Promotion and Community Development have partnered for the “Take a second. Make a difference.” initiative. Their 20-year vision is to make Kansas the best state in the nation in which to raise a child. The initiative is largely based on a growing body of literature suggesting that children who feel more connected to their communities grow up safer and healthier (Resnick et al., 1997; Werner & Smith, 1992; Gorski, 2000). The initiative includes: • A statewide radio, television, and print media campaign designed to assist communities as they develop localized initiatives and activities. • Facilitate a discussion of how this initiative and its above listed components can be replicated in other communities.


FR 2:00PM-3:15PM Library 135

[334] Shifting the Lens: Working with Teens to Communicate Research Findings
A. Batada1, A. Chandra2
1Student, JHSPH, Baltimore, MD; 2Jhons Hopkins University, Baltimore, MD

The goal of this innovative session is to utilize a youth-produced video as a springboard for a discussion of: community-based study methodology; (2) participatory approaches to translation and application of research findings; and (3) the utilization of a video to promote the improvement of health services. Shifting the Lens is a three-phase project, involving community-based research on perceptions of stress and coping among urban African American teens as well as participatory methods to translate the research findings into community action. Unique data collection procedures employed in Phase One will be presented briefly. Teens completed month-long audio journals focused on issues and examples of stress and how they cope with such stress. In addition, upon completion of the audio-journal, teen participants constructed personal social network maps to illustrate sources of support in their lives. Most of the innovative session will be devoted to the presentation of this 10-minute video and constructive discussion of its content and process and, more importantly, the issues it raises around how to conduct community-based translational research that is both accountable to, and inclusive of, the community under study. Phase Two of the project entails the involvement of a small group of the study participants in the production of a health communication video that will be shown to community members, followed by teen-facilitated discussions. Through involvement in the video production team, participating teens increase their knowledge of public health issues, gain experience in community-based advocacy, develop skills in video production, and build competency in understanding the benefits of research. The exchange of ideas by the participants in this innovative session

98
will also serve as a forum to shape the Shifting the Lens Process Documentary and Guide. Generation of the documentary and guide is the third phase of the project and is intended to document the process of Phase Two. Further, these products of Phase Three will offer guidance for other researchers interested in involving the community in their studies and in dissemination of study findings back to the community.

FR 2:00PM-3:15PM Science LH1

[335] Some Lessons and Reflections on Implementing, Evaluating, and Sustaining Community Initiatives

R. Boothroyd1, A. Paine-Andrews1, M. Ransom2, J. Fishers1, A. Mason3, P. Bennett4, C. Harding5, M. Vincent5, S. Fawcett1

1University of Kansas, Lawrence, Kansas; 2Ransom Consulting and Educational Services, Williamsburg, Kansas; 3RRISK Project, Ulysses, Kansas; 4teenESTEEM Project, Wellington, Kansas; 5Project TEEN, Emporia, Kansas; 6University of South Carolina, Columbia, South Carolina

INTRODUCTION: Participatory action research emphasizes that those doing the work contribute to understanding and improving it. In this context, recent collaborative research among academic-community partnerships has identified several factors associated with implementing, supporting, evaluating, and sustaining community initiatives for preventing adolescent pregnancy. Using case examples from three initiatives, community site directors and their support team plan to discuss and integrate past findings into ongoing learning for community health development by highlighting their illustrative context and experiential lessons in this work. Themes include approaches for targeting rural communities, organizational leadership, history and reputation of the lead agency, strategic and formal involvement of community leadership and volunteers across project development (e.g. action planning, implementation, evaluation, and sustainability), and community cooperation for evaluation to make outcomes matter. A review of experiential lessons and contextual factors that integrate current and past research can serve to clarify what works and the conditions under which supportive activities can be effective. Through this discussion, community site directors and support teams aim to create a framework that serves to coach other communities who are interested in working together for community health improvements.

[336] Technical Assistance: How Can We Help Communities Succeed?

R. Boothroyd1, A. Paine-Andrews1, M. Ransom2, J. Fisher1, M. Vincent5, S. Fawcett1

1University of Kansas, Lawrence, Kansas; 2Ransom Consulting and Educational Services, Williamsburg, Kansas; 3University of South Carolina, Columbia, South Carolina

Since 1999, the Work Group on Health Promotion and Community Development has been working with three community initiatives in Kansas whose mission was to mobilize a community response and create environments to reduce teen pregnancy. These communities were funded to replicate a community development model that had been shown to be effective in previous research. In their efforts to build the capacity of these community-based efforts and their local prevention efforts, the Work Group introduced an integrated set of personal and technological innovations. Upon completion and reflection of these four-year grant funded projects, a series of challenges and recommendations for improving technical support practice have emerged. This session will address the following challenges, lessons, and recommendations from a technical assistance provider perspective: community readiness, implementation, leadership, support, evaluation, replication, and sustainability.

FR 2:00PM-3:15PM Science LH3

[337] The Community Experience: How Can Our Experience Assist Others?

A. Mason1, R. Boothroyd2, A. Paine-Andrews3, M. Ransom1, J. Fisher1, M. Vincent5, P. Bennett4, C. Harding5

1RRISK Project, Ulysses, Kansas; 2University of Kansas, Lawrence, Kansas; 3Ransom Consulting and Educational Services, Williamsburg, Kansas; 4University of South Carolina, Columbia, South Carolina; 5teenESTEEM Project, Wellington, Kansas; 6Project TEEN, Emporia, Kansas

Community initiatives are complex, evolving, and dynamic partnerships who offer local perspective, leadership, and expertise for bringing about lasting change that matters to local people. In participatory action research, the community is the audience and vehicle for change, and shares a voice and perspective when reflecting on the process and products of their collaborative efforts for improvement. In October 2002, site staff from three teen pregnancy prevention community initiatives in Kansas participated in telephone interviews and individual/group discussions to explore lessons emerging from their project replication and implementation efforts. In addition, the RRISK Project in rural Grant County, Kansas, conducted interviews with community partners whose involvement and leadership drove and directed their local efforts. The purpose of this session is to share lessons and recommendations to improve the practice of community initiatives from the voice and perspective of the communities involved. In particular, community findings clarify what worked well, what did not work well, the value added of the community effort, and what they would do differently if they started again. The aim of these assessments is to complement and build on suggestions from others to create a comprehensive knowledge base from which communities, practitioners, and researchers can benefit.
voice to the concerns of people living with HIV/AIDS; Wolitski, et al., address stigma and the rift between HIV-positive and HIV-negative gay men; Belcher, et al. describe efforts to better understand successful collaborations between academics and community organizations, and Jenkins, et al. discuss ways to enhance the participatory planning process. 

[339] Researchers and CBOs Working Together: The Experience of 7 HIV Collaborations

L. Belcher1, A. Roussel2, E. Fulmer3, R. Wolitski4
1Centers for Disease Control and Prevention (CDC), Atlanta, GA; 2Research Triangle Institute, Research Triangle Park, NC; 3Centers for Disease Control and Prevention (CDC), Atlanta, Georgia

This presentation will summarize findings from a series of case studies of researcher-community-based organization (CBO) collaborations that develop and evaluate HIV prevention interventions. Researchers and CBOs have important skills, experiences and insights that are important for developing and implementing effective interventions. Despite some successes, barriers such as differing organizational values and limited resources often limit collaboration between these groups. We assessed the characteristics and activities of 7 on-going collaborations in order to increase an understanding of influence that facilitate and inhibit the collaborative process, and to describe about how collaboration can serve to improve the effectiveness of HIV prevention interventions. We will discuss existing conceptual models that describe the benefits of researcher-community collaboration, identify common characteristics of on-going collaborations within the field of HIV prevention, identify common barriers and challenges experienced in these collaborations, and discuss how to build a collaboration with a CBO, health department, or research organization. Understanding the characteristics associated with effectiveness of HIV prevention collaborations will benefit the program planning and evaluation process, particularly as more participants engage in collaborative work. An annotated bibliography summarizing the relevant literature will be provided.

[340] Is HIV-Related Stigma Creating a Rift in the Gay Community?

R. Wolitski1, L. Jouty1, A. Dev2, J. Parsons3, C. Gomez4
1Centers for Disease Control and Prevention (CDC), Atlanta, Georgia; 2Centers for Disease Control and Prevention (CDC), Atlanta, GA; 3Hunter College, New York, New York; 4Center for AIDS Prevention Studies, San Francisco, CA

Most studies of discrimination toward persons living with HIV have focused on the general community and have not examined attitudes within the gay community. We report on the experiences and beliefs of 206 HIV-seropositive men who have sex with men (MSM) regarding their treatment by HIV-seronegative MSM. All participants completed a 1-1/2 hour qualitative interview and a self-administered questionnaire. Six items (alpha = .79) measured on a 5-point scale assessed participants’ perceptions about their treatment by HIV-seronegative MSM. High levels of agreement with individual items (36% to 64%) and the overall scale score (M = 3.4, SD = 0.7) indicate that a substantial proportion of HIV-seropositive MSM perceive a split in the gay community that is defined by serostatus. Beliefs regarding this rift were modestly correlated with depression (r = .23, p < .001), anxiety (r = .15, p < .05), and loneliness (r = .16, p < .05) but were not significantly associated with HIV transmission risk. Quotes from the qualitative data illustrate the participants’ experiences. These findings indicate a need to better understand relationships between HIV-seropositive and seronegative MSM and to buffer the negative effects of stigma on the mental health of persons living with HIV.

[341] Interest in Prevention Programs among HIV-Positive MSM

C. Courtinay-Quirk1, R. Wolitski1, C. Hoff2, J. Parsons3
1Centers for Disease Control and Prevention (CDC), Atlanta, Georgia; 2CAPS, UCSF, San Francisco, CA; 3CHEST, City University of New York, Hunter College, New York, New York

As improved medical treatments extend the lives of persons with HIV, programs increasingly address HIV-positive persons’ ability to adopt and sustain HIV risk reduction behavior. Little is known about which HIV-positive persons would most use prevention programs or which program components would be most attractive to them. In a diverse sample of HIV-positive men who have sex with men (MSM), MSM (n = 256) expressed interest in a variety of programs addressing their physical and mental health and their need for social interaction. Interest in HIV prevention-specific topics was lower than for other topics. Compared with White MSM, African Americans were more interested in programs for HIV-positive men overall (M = 7.42 versus M = 6.16, b = 2.41, SE = 0.90, p < .01), programs addressing safer sex (93.4% versus 74.2%, OR = 3.93, 95% CI = 1.12, 13.81), and programs addressing serostatus disclosure (90.2% versus 69.4%, OR = 3.42, 95% CI = 1.12, 10.45). Higher active coping scores were related to more interest in programs for HIV-positive men overall (b = 1.89, SE = 0.42, p < .001), programs addressing safer sex (OR = 1.76, 95% CI = 1.02, 3.04), and programs addressing serostatus disclosure (OR = 1.69, 95% CI = 1.05, 2.73). Risk behavior did not predict interest in programs. Programs designed with sensitivity to the interests of persons living HIV/AIDS may be well-received.

[342] Strengthening Community Planning for HIV Prevention

R. Jenkins1, J. Carey1, K. Cranston2, A. Robbins3, K. Batchelor4, A. Freeman5, H. Amaro6, S. Blake6, L. Krech7, A. Morrill8, J. Grayman9
1Centers for Disease Control and Prevention (CDC), Atlanta, Georgia; 2Mass. Dept. of Health, Boston, MA; 3Texas Dept. of Health, Austin, TX; 4University of Texas, Southwestern, Dallas, TX; 5Boston University, Boston, Massachusetts; 6George Washington University, Washington DC, District of Columbia; 7BU School of Public Health, Boston, MA; 8Northeastern University, Boston, MA

Governmental and non-profit funders have attempted to improve the planning process for health and social services, by emphasizing community participation and evidence-based planning. In practice, both of these elements are difficult to implement and
the combination of community participation and evidence-based planning requires attention to values, technical skills, methods for participation, and processes for establishing and facilitating planning group structures. Relative little wisdom has been shared from one community planning effort to another and the research literature is quite limited. CDC has worked with two jurisdictions to better understand the needs and functioning of HIV prevention community planning groups. Group members identified technical assistance needs, as well as concerns about equity and group process. These findings have been used to develop technical assistance tools (e.g., trainings on theory and practice, presentation templates for data based presentations) and to help reshape planning group procedures (e.g., membership recruitment procedures, formation of task groups). These interventions will be described, along with formative findings that led to their development and preliminary evaluation data that indicate that they have improved members’ skills and increased satisfaction with a variety of group process dimensions.

FR 2:00PM-3:15PM Sininger 100

[343] Empowering Approaches to Researching Self-Help
M. Davis1, T. Borkman2, D. Holtz-Isenberg3, L. Jason4, K. Maton5
1DePaul University, Chicago, IL; 2George Mason University, Kensington, Maryland; 3Illinois Self-Help Coalition, Chicago, IL; 4DePaul University, Chicago, Illinois; 5University of Maryland Baltimore County, Baltimore, Maryland

Overview
The goals of this session are to generate thoughtful reflection and discussion of tensions that often arise in conducting research on and/or with self-help organizations (SHOs) and strategies to resolve these tensions. Roundtable members, who represent various voices and viewpoints, will present her/his perspective on these issues based on experiences with SHO research. Borkman will compare her experiences in trying to connect with a SHO for mental illness that dislikes research with a parent group committed to research. Davis will present some of the issues encountered in conducting collaborative research with Oxford House. Holtz-Isenberg will discuss interviews conducted with SHO representatives about the benefits and limitations of their research experiences. Jason will discuss working with a national SHO on CFS, and the struggles in trying to reach consensus on a new name for the syndrome. Maton will delineate tensions involved in combining participant-researcher roles and research-action goals in a longitudinal study of a SHO. The session will then open to dialogue between presenters and audience members—working toward generative solutions to tensions, including processes that are congruent with tenets of Community Psychology and may best serve to empower the organization and/or participants who are the target of such research endeavors.
[346] Community Psychologists Work on Building Socially Just Identities and Relationships

N. Robertson1, H. Hamerton1, R. Black1, C. Sonn2
1University of Waikato, Hamilton; 2Edith Cowan University, Joondalup, WA

Building on a similar symposium at the Atlanta biennial, this symposium explores the perspectives of community psychologists from Australia and Aotearoa/New Zealand committed to ending oppression. It is our contention that oppression and injustice are maintained, in part, by the ways dominant or culture-defining groups deny their collective identity and hide their dominance behind an unexamined “norm.” We will share our experiences of attempting to challenge dominance from within and from outside, through building identities for dominant group members that resist and challenge existing power structures and through developing safe and accountable relationships with non-dominant groups.

[347] Helping White Students Explore Colonisation

N. Robertson

The Treaty of Waitangi was signed in 1840 between the British Crown and Maori leaders. It legitimated a limited form of British government while simultaneously guaranteeing sovereignty to Maori. Although the colonisers’ subsequent failure to honour the treaty has meant Maori have experienced most of the ills experienced by colonised people around the world the treaty has nevertheless continued to frame many of the debates about racism and the rights of indigenous people in Aotearoa/New Zealand. Understanding the provisions of the treaty and their implications today has been crucial to building support for cultural justice among Pakeha (white New Zealanders). I will share my experiences as a male Pakeha teacher of an undergraduate class in community psychology supervising mostly Pakeha students’ exploration of the Treaty. Like me, these students are the beneficiaries of white privilege, which includes the privilege of being able to pretend that white privilege does not exist. On the other hand, they often experience the world from a position of relative powerlessness because of their gender, age or lack of professional status. I will talk about successes and challenges of helping Pakeha students deepen their understanding of their own identity within a framework of colonisation.

[348] Naming the Unnamed: Reading Culture into Women’s Stories of Recovery

R. Black
1University of Waikato, Hamilton.

Among members of dominant groups, cultural attributes or categories are left unnamed as the taken-for-granted norm. This paper builds on my earlier research in which I explored Pakeha identity using the notion of cultural markers to name the previously unnamed. I have now extended this approach to a reading of women’s narratives of recovery from disabling mental health problems where I am seeking to identify and make explicit previously unexamined cultural talk. By examining the women’s talk in relation to their families and placing it within a cultural frame, I have identified further features of Pakeha culture. Some of these I locate in shared experiences of Western cultural heritage such as the dichotomies of independence and a sense of belonging, individualism and silence. Other features are located in shared experiences of colonisation such as migration, dislocation, relocation and isolation.

[349] Negotiating Borders as Insiders and Outsiders in Higher Education

C. Sonn, T. Kisaris
1Edith Cowan University, Joondalup, WA

Working across cultural boundaries is often a very challenging task and involves negotiating cultural boundaries and identities. In many settings the boundaries are often racialised, yet the rules and scripts around race and colour remain invisible to some and visible to others. Even though these scripts and rules are invisible, their influence remain powerful requiring adaptations from those who are excluded. In this paper we explore some of the challenges associated negotiating the hidden boundaries in a university context. We draw on our experiences to identify mechanism and processes of exclusion. We then draw on the notion of border crossing to explore strategies for change and creating safe spaces and places.

[350] Challenging Hegemony: Cultural Justice Within the Profession of Psychology

H. Hamerton
1University of Waikato, Hamilton,

The National Standing Committee on Bicultural Issues aims to facilitate and monitor the New Zealand Psychological Society’s responsibility to contribute to the improvement of health and wellbeing of Maori. As one of two Directors of Bicultural Affairs it has been my role to represent this committee on the Society’s Executive, with a view to increasing and supporting Maori participation and development in psychology, promoting bicultural accountability and supporting the development of local psychologies. As a white community psychologist I have been working in alliance with Maori colleagues to further these aims. Reflecting on four years in this position, I note the Society has made some progress towards these goals. However, change has been extremely slow, with one of the difficulties being the resistance of white psychologists to challenges to their knowledge base and practice, both of which remain for the most part staunchly mono-cultural. I believe it is vital that dominant-group members (in this case white psychologists) take responsibility for challenging hegemonic practices within psychology, alongside of developing safe and accountable relationships with non-dominant groups. Community psychology’s explicit focus on social justice and celebration of diversity provides a useful framework for this work.
A new paradigm is emerging in community mental health that draws upon recent discourse within community psychology (CP). This paradigm emphasizes the promotion of recovery through efforts focused on community integration and empowerment rather than treatment and rehabilitation (Nelson, Lord, & Ochocka, 2001). CP can advance these efforts with its expertise in conceptualizing levels of analysis and person-environment fit, and its examination of oppression and liberation. Four presentations consider the challenges and possibilities of implementing interventions that are consistent with this new paradigm. We discuss how CP can use its perspectives to influence the programs and policies of mental health service systems.

Over the last 25 years, the housing needs of persons with serious mental illness have received increasing levels of attention, particularly for those who have been homeless. From the development of emergency shelters to the articulation of different models of supported housing, a tension has existed between an interest in helping persons obtain resources that they need and an interest in providing services that they can benefit from. How services and resources can be integrated to support recovery is emerging as a matter of vigorous policy debate. This presentation draws upon seven years’ experience operating a housing program for persons with serious mental illness and substance abuse problems, related research, and current program development. With a dual focus on promoting sustained tenancy and participation in community living, we consider how services can be supportive through a discussion of the two main models: (a) supportive services tied to housing; (b) supports “wrapped around” but independent of housing. These models are typically implemented as being mutually exclusive choices in policy. We use our program as a case study and related research to explicate how the metaphor of person-environment fit can be instantiated to provide needed resources that support and promote recovery.

There is increasing evidence that owning a pet has significant physical and mental health benefits for people in all walks of life. Studies with people suffering from AIDs and dementia find that pets can assist with maintaining their life routine and provide social support. Studies suggest that the presence of animals in the lives of people with serious mental illness is related to decreased symptomatology. Pets are thought to provide people with valued social roles such as pet owner and caregiver and help to provide natural connections with others in the community. Unfortunately, people with psychiatric disability often have difficulty finding safe and affordable housing, and this can become more problematic with aging. We present our experiences developing and implementing a pet policy with a housing organization specifically designed to service people with serious mental illness. We briefly outline the advantages and disadvantages of pet ownership from the perspective of both landlords and people with serious mental illness. We describe our collaboration with the housing organization, the assessment of tenants and housing staff surrounding the issue, and the implementation of the organizational policy. We conclude with a critical examination of available literature.

Research has demonstrated benefits and challenges for mental health consumers who take on roles as providers of mental-health services (consumer-providers). However, knowledge is still lacking on the mechanisms that lead to their job-related outcomes (Salzer & Shear, 2002). In addition, there has been little research conducted with consumer-providers working on research projects. This presentation concerns an ethnographic study exploring the experiences of five consumer-providers in the startup phase of an intervention in which they worked with persons with serious mental illness arrested for a minor offense. Data analyses demonstrate that the consumer-providers had roles and relationships that led to job benefits (e.g., helping clients) and job complications (e.g., feeling used by clients). We found that those benefits and complications were subsumed in an overarching theme of “Us and Them” in which consumer-providers at times felt like equals with professionals and clients (“us”) and at times felt in an inferior or superior position to those same professionals and clients (“them”). We recommend that programs work with consumer-providers to develop definitions of recovery for themselves and their clients. We believe this approach can empower consumer-providers and reduce psychological distance between them and the professionals and clients with whom they work.
illness and substance abuse. Historically, staff / clinical perceptions of what is most helpful emphasize “treatment” components such as therapy, money management, 12 step groups and medication compliance. The difference and similarities in these perspectives were investigated for 60 persons who had left a housing program and were living in community settings. Using qualitative interviews and data analysis, we compare and contrast perspectives on what helps in promoting “successful” community living as well as what hinders these efforts. The same interview protocol was used for staff, therapists, and former participants of a supportive housing program. We present examples of how persons have experienced “home”, “community”, and “neighborhood”, and consider the extent to which their experiences contribute to their views of the recovery process. We discuss how programs and policies can promote empowerment and social integration. In particular, we focus on how “former client” perspectives can inform program practices to realize the rhetoric of recovery.

FR 3:30PM-4:45PM Burris 129

[356] Federal Government Careers in Community Psych
S. Wolfe1, C. Feis Korman2, R. Wolitski3, H. Perl4, G. Levin5
1Department of Health & Human Services, Office of the Inspector General, Office of Evaluation and Inspections, Dallas, TX; 2U.S. General Accounting Office, Health Care, Washington, DC; 3National Center for HIV, STD, & TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA; 4National Institute on Alcohol Abuse and Alcoholism, Bethesda, MD; 5Glen Echo, MD

This symposium will be comprised of community psychologists who are working in federal government agencies. Many of these jobs involve working on research relevant to federal policy or programs. Each participant will provide information on their agency and what it does, what are the career options, how to find out about available openings, how to apply for a job and what is the process and criteria for getting hired. They will also recommend skills and experiences that may be developed during graduate school to help prospective students prepare for government careers.

[357] DHHS OIG OEI
S. Wolfe1, C. Feis Korman2, R. Wolitski3, H. Perl4, G. Levin5
1Department of Health & Human Services, Office of the Inspector General, Office of Evaluation and Inspections, Dallas, TX; 2U.S. General Accounting Office, Health Care, Washington, DC; 3National Center for HIV, STD, & TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA; 4National Institute on Alcohol Abuse and Alcoholism, Bethesda, MD; 5Glen Echo, MD

The mission of the Office of the Inspector General (OIG) for the Department of Health and Human Services (DHHS) is to protect the integrity of the DHHS programs, as well as the health and welfare of the beneficiaries of those programs. The OIG reports to the Secretary and Congress program and management problems and recommendations to correct them. The Office of Evaluations and Inspections’ (OEI) mission is to improve HHS programs by conducting evaluations that provide timely, useful and reliable information and advice to decision makers. This presentation will provide information about careers with the DHHS/OIG/OEI. It will include how to find job openings, what the job of a Program Analyst involves and skills and competencies that are necessary to obtain this position.

[358] The U.S. General Accounting Office
S. Wolfe1, C. Feis Korman2, R. Wolitski3, H. Perl4, G. Levin5
1Department of Health & Human Services, Office of the Inspector General, Office of Evaluation and Inspections, Dallas, TX; 2U.S. General Accounting Office, Health Care, Washington, DC; 3National Center for HIV, STD, & TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA; 4National Institute on Alcohol Abuse and Alcoholism, Bethesda, MD; 5None, Glen Echo, MD

The U.S. General Accounting Office conducts studies designed to look at the impact of a particular federal program, the likely impact of a proposed program, or the implications of particular proposed or existing policies. Studies are requested by members of Congress, with priority given to committee chairs and other Congressional leaders. GAO is organized into numerous substantive areas, including health care and education, workforce, and income security, as well as having a unit that focuses on applied research and methods. The health care team is responsible for work on public health issues, as well as health financing and veteran and military health issues. Work includes topics such as dietary supplements, disability, mental health, access to clinical trials for minorities and the elderly, drug abuse prevention, and nursing home initiatives. Generally, health care studies encompass programs and policies related to various federal agencies such as HHS, CDC, CMS, FDA, NIH, SAMSA, VA, and DOD. Within the last few years, hiring at GAO has increased dramatically. New staff may have come from many different academic backgrounds, including public health, public policy, and the social sciences. Information about current job openings is at www.gao.gov.

[359] Opportunities for Community Psychologists at the CDC
S. Wolfe1, C. Feis Korman2, R. Wolitski3, H. Perl4, G. Levin5
1Department of Health & Human Services, Office of the Inspector General, Office of Evaluation and Inspections, Dallas, TX; 2U.S. General Accounting Office, Health Care, Washington, DC; 3National Center for HIV, STD, & TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA; 4National Institute on Alcohol Abuse and Alcoholism, Bethesda, MD; 5None, Glen Echo, MD

Public health and community psychology share many common values and methods. These values are reflected in the mission of the Centers for Disease Control and Prevention (CDC). CDC is the lead federal agency responsible for protecting and improving the health and safety of the people of the United States. CDC employs a growing number of social and behavioral scientists who are a vital part of the agency’s efforts. Working with partners throughout the nation and world, CDC staff monitor health, detect and investigate health problems, conduct
research to enhance prevention, develop and advocate sound public health policies, implement prevention strategies, promote healthy behaviors, and foster safe and healthful environments. Potential opportunities for community psychologists at CDC include paid training opportunities (such as internships, postdocs, fellowships, and the “disease detectives” of the Epidemic Intelligence Service), contract positions, and employment in the civil service and the commissioned corps. The presentation will provide information about these opportunities, how to apply, and criteria commonly used to evaluate applications.

[360] Opportunities at the National Institute on Alcohol Abuse and Alcoholism

S. Wolfe1, C. Feis Korman2, R. Wolitsky3, H. Perl4, G. Levin5

1Department of Health & Human Services, Office of the Inspector General, Office of Evaluation and Inspections, Dallas, TX; 2U.S. General Accounting Office, Health Care, Washington, DC; 3National Center for HIV, STD, & TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA; 4National Institute on Alcohol Abuse and Alcoholism, Bethesda, MD; 5None, Glen Echo, MD

This author will discuss career opportunities at the National Institute on Alcohol Abuse and Alcoholism/National Institutes of Health. There are two major types of career options. Program Officials work with investigators/researchers around the country and the world to help them develop research ideas, assist in the preparation of grant applications, and monitor the progress of the research after funding. They also help to shape the direction of the scientific progress by encouraging research in specific areas. Scientific Review Administrators work to ensure a fair and thorough scientific peer review of every application for grant funding that is submitted to NIH. A third career option, though less common, is working in the NIH Science Policy office.

[361] For Those Considering a Career with the Federal Government

S. Wolfe1, C. Feis Korman2, R. Wolitsky3, H. Perl4, G. Levin5

1Department of Health & Human Services, Office of the Inspector General, Office of Evaluation and Inspections, Dallas, TX; 2U.S. General Accounting Office, Health Care, Washington, DC; 3National Center for HIV, STD, & TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA; 4National Institute on Alcohol Abuse and Alcoholism, Bethesda, MD; 5None, Glen Echo, MD

This author retired after 32 years of federal government employment, earned both before receiving her 1975 PhD in community psychology (as a Peace Corps volunteer and selection officer) and after (at the National Institute of Mental Health in extramural research administration and policy and in research review administration for the National Institutes of Health). She also has worked for local government, specifically as an urban public health community organizer and as a health planner in a small, migrant community. Throughout her career, she has been an active community volunteer (including elected office in her town) and has contributed to the field of community psychology by mentoring students, publishing, and membership on multiple committees and editorial boards. Gloria will give an overview of

Society for Community Research and Action 9th Biennial Conference

FR 3:30PM-4:45PM Kennedy

[362] Wellness and Liberation in Diverse Populations: From Values to Action

I. Philletensky1

1Vanderbilt University, Nashville, Tennessee

Wellness and liberation are complementary aims of community psychology. However, these objectives are often explored and pursued in isolation. Whereas wellness resonates more with prevention and health promotion, liberation evokes empowerment and social action. In effect, both wellness and liberation are at the heart of community psychology. These are not competing but rather complementary approaches for the improvement of quality of life for individuals, groups and communities. In this symposium participants will explore ways of merging the pursuit of wellness with the struggle for liberation in people with disabilities, aboriginal people, ethnic minorities, African Americans and Gays and Lesbians.

[363] Psychopolitical Validity: Wellness and Liberation in Diverse Populations

I. Philletensky1

1Vanderbilt University, Nashville, Tennessee

To move from values to action in community psychology I propose the concept of psychopolitical validity. Psychopolitical validity derives from the consideration of power dynamics in psychological and political domains at various levels of analyses. When this type of analysis is applied to research, we talk about epistemic psychopolitical validity. When applied to social interventions, we talk about transformational psychopolitical validity. Psychological and political influences interact to promote wellness, perpetuate oppression, or generate resistance and liberation. Psychopolitical factors help explain suffering and well-being. At the same time, they guide our efforts to change individuals, groups, and societies. Whereas psychological factors refer to the subjective life of the person, informed by power dynamics operating at the personal, interpersonal, family, group and cultural levels; political factors refer to the collective experience of individuals and groups, informed by power dynamics and conflicts of interest at the interpersonal, family, group, community, and societal levels. New standards of psychopolitical validity hold the promise to advance wellness and liberation for diverse populations.
Society for Community Research and Action 9th Biennial Conference

Wellness and Liberation for Gays, Lesbians, Bisexual and Transgendered People
G. Harper1
1DePaul University, Chicago, Illinois

This presentation will focus on ways in which lesbian/gay/bisexual/transgendered (LGBT) people have fought to overcome oppression in their journey toward liberation and well being. First I will discuss how multiple forms of heterosexism serve to oppress LGBT people and interfere with attempts at liberation and well being. After presenting an overview of issues and problems that are experienced by some LGBT people as a result of oppression, I will discuss a range of social change efforts focused on promoting liberation and well being. This portion of the presentation will be organized in accordance with Nelson and Prilleltensky’s (in press) conceptual framework for community psychology, and will be focused on specific sets of values and principles that have guided LGBT social change efforts. A case study will be presented to illustrate how multiple values and principles can be simultaneously and progressively put into action. I will complete this presentation by discussing ways in which community psychologists can join in solidarity with LGBT people to assist in future liberation efforts.

Wellness and Liberation in the Lives of People with Disabilities
O. Prilleltensky1
1Victoria University, Nashville, Tennessee

Wellness and liberation are highly relevant concepts for people with disabilities. This presentation will begin with an historical overview of the medical model of disability that dominated social policy, research, and societal perceptions of people with disabilities. According to this approach, physical impairment is a tragedy which inevitably leads to a limited life and to psychological maladjustment. Helping affected individuals come to terms with their affliction and make the best possible adjustment was the goal of medical, rehabilitative, and psychological interventions. Psychology, as a discipline, has been criticized for the traditionally oppressive and disempowering role it has played in the lives of people with disabilities. I argue that it is the collective resistance of people with disabilities to this narrow, pathologizing and person-centred discourse which paved the way toward the enhancement of wellness and liberation. Providing various examples from the literature as well as from my own research on women with disabilities and motherhood, I discuss the role that psychologists can play to contribute to enabling versus disabling discourses.

Wellness and Liberation in the Lives of Ethnic Minorities
V. Totikides1, D. Robertson1
1Victoria University, Melbourne

The promotion of wellness and liberation in diverse ethnic communities requires input from community members themselves. Collaboration with community stakeholders enables a grounded understanding of community needs and facilitates the translation of values into action. In this session we present two qualitative research projects conducted in a multicultural community. The studies were part of a broader action research initiative in a poor community of Melbourne, Australia, known as the Community Wellness Project. The project involved a research and community development partnership between Victoria University and Good Shepherd Youth and Family Service. One study included focus groups with Maltese, Vietnamese, Anglo and Italian Australians from the St Albans region of Melbourne, while the other involved focus groups and interviews with health and community service providers who work in the region. Participants were asked to elicit factors related to personal, relational and collective wellness. Findings from both projects support the formulation of ethnic-specific as well as more universal conceptions of wellness and liberation. Unique as well as common aspects of wellness across the various ethnic groups will be presented. The studies provided the basis for several community action projects that are currently under way.

Wellness and Liberation in the Lives of Women
H. Gridley1, C. Turner1
1Victoria University, Melbourne

Community psychology and feminism share similar social critiques, call for new paradigms, and advocate similar change models and strategies. Both focus on social policy, prevention ahead of `cure´, advocacy, empowerment and the demystification of experts. Yet our discipline’s foundational and emergent principles all have downsides when subjected to a gender-power analysis. This presentation will examine community psychology’s historical and potential contribution to gender equality from the perspective of two Australians active in both feminist and community psychology groups. What would a vision of wellness and liberation for women around the world be, and how can we know if we are part of the problem or part of the solution, as community psychologists and in our personal lives? Examples focus on multiple levels of analysis – depression initiatives, family violence prevention, and the global gendered division of labour and resources. We do not offer a definitive conceptualization of a world without sexism or misogyny. Rather, we imagine roads that might lead to such a world, and describe some tools that might be useful in building, signposting and maintaining such roads. We point to some roadblocks, potholes and bad weather that make the journey mostly slow, often boring and sometimes dangerous.

Interdisciplinary Training and Rural Capacity
C. O’Donnell1
1University of Hawaii, Honolulu, Hawaii

Psychology students team with students in other health disciplines in a community-based program designed to increase the capacity of rural communities to address their specific health care needs. Seminars prepare students for a six-week summer practicum during which students live and work together at each site. The objectives of the program include: 1)
providing a rural health curriculum with an interdisciplinary rural experience, 2) Implementing interdisciplinary health services at six rural sites, 3) evaluating implemented services on community focus, sustainability, and cultural appropriateness, and 4) involving rural community high school students who are considering a career in health care.

[369]
Case Study: Interdisciplinary Approach to Community Capacity Building in Kauai
M. Fischer

Through an interdisciplinary practicum, University of Hawaii students applied principles of community capacity building, rural health, and cultural sensitivity. A team of psychology, social work, and nursing students implemented a Summer Health Fun program to serve the needs of a rural Kauai community. The program stemmed from community-identified needs and was accomplished with guidance from local community members and agency representatives. Program foci such as nutrition, exercise, and substance prevention were couched in culturally relevant Hawaiian values. Program outcomes included increased interest and knowledge in nutrition, healthy behaviors, Hawaiian culture, and education, as well as stronger youth/adult connections and enriched community pride. The positive community response bolstered support for professionals and community members to sustain the youth programs. The interdisciplinary intern team was afforded the experience of working within the local culture’s customs and paradigms to implement a culturally appropriate program. Through first hand experience in the community, the team learned the inappropriateness of many Western paradigms, a suitable balance of assimilation, and the necessity of collaborating with the community. The interns’ diverse backgrounds contributed to the Waimea community and created a dynamic learning experience of the interactions between cultures and communities.

[370]
Community Capacity Building in Rural Hawai‘i: Linking Community and Culture
J. Acosta

Health and community capacity in rural communities are areas of concern for many professionals. An interdisciplinary team of graduate students participated in a practicum experience to improve health and increase community capacity in rural communities in Hawaii. Hana, Maui was chosen as the implementation site. The self-sustainability of the people and the closeness of the community demanded an alternative approach to wellness promotion. In order to effectively implement a wellness promotion plan, sensitivity to community and cultural values were critical. The skills and knowledge acquired through the University of Hawaii Community and Culture graduate program proved to be especially valuable to ensuring the success of this endeavor. The interdisciplinary team decided to approach wellness promotion on a community, rather than individual level and to base the program on traditional Hawaiian values (i.e., Ohana, Kokua). Through the implementation of community aerobics and nutrition classes, a health education and nutrition program for the community elders, and an informal mentoring program for the rural youth, a holistic wellness promotion effort that focused on prevention and intervention was successfully initiated. By concentrating on the community’s self-sustainability and closeness as mechanisms for wellness promotion, the community’s needs were met in a culturally compatible, sustainable manner.

[371]
Team Waimea 2001: Community Collaboration in Rural Hawaii
N. Thai

As part of the Quentin N. Burdick Rural Health Practicum, a student team from the University of Hawaii was brought together to impact the rural community of Waimea, Kauai. Initial assessment of the town with community members showed a lack of positive activities for middle school youth. Therefore, by incorporating ideas from the student team and community, an interdisciplinary approach was utilized to turn community resources into a Summer Health Fun program for middle school youth learning and participating in a wide range of educational and experiential activities. These activities included canoe paddling, life guarding techniques, lauhala weaving, kapa making, and imu building. Daily lessons on health education also included singing, hula dancing, and teambuilding activities to increase bonding and self-esteem. Youth in the program improved their knowledge and skills in a variety of areas, including their community and culture. In turn, the practicum team learned about the strengths of the youth and their community. The receptiveness and collaboration of the people of Waimea to the program illustrated that outside efforts are valued when implemented in a culturally congruent manner that benefits the community. A discussion of how Community & Culture psychology proved advantageous in these efforts will be discussed.

[372]
Health & Cultural Education as Capacity Building: Strategies in Two Kauai Towns

The efforts of community psychology may include the capacity building and strengthening of rural communities. This presentation discusses the involvement of an interdisciplinary team in health education and cultural strengthening on the island of Kauai, Hawaii. As part of the Quentin Burdick Rural Health Practicum, students of community psychology, medicine, nursing, and social work spent 6 weeks collaborating in two programs in Lihue and Hana. In Lihue, the team worked with the Summer Health Academy to implement culturally sensitive, community-defined health occupations training. This program introduced youth in middle school to various health occupations and encouraged career goal-setting. The Halele‘a Cultural Exploration Program in Hanalei also incorporated health education, along with activities ensuring the preservation and strengthening of the cultural values, beliefs, and symbols. Children learned various Hawaiian cultural values, dances, chants, arts, and crafts, along with health-related
benefits, sustainability is tenuous due to past, present and intimate knowledge of nature. Despite these skilled physical labor promotes lokahi, togetherness, products for the entire ahupua`a, vitality, 2) facilitate wellness by cultivating nutritional linked to `ohana (family) stability and community empowerment: 1) foundation of traditional economy consistent upland sources of clean water, the poi requiring patience and cooperation. Without Native Hawaiian diets. Cultivating kalo is hard work, and its mashed form, are essentials of customary called auwai. Kalo and poi, both the root vegetable and its mashed form, are essentials of customary aquaculture. Loi kalo are terraced taro fields irrigated with montain water flowing through ancient aqueducts, called auwai. Kalo and poi, both the root vegetable and its mashed form, are essentials of customary Native Hawaiian diets. Cultivating kalo is hard work, requiring patience and cooperation. Without consistent upland sources of clean water, the poi suffocate. Without established land rights, farmers are denied access. These traditional endeavors epitomize empowerment: 1) foundation of traditional economy linked to `ohana (family) stability and community vitality, 2) facilitate wellness by cultivating nutritional products for the entire ahupua`a, geographic community from mauka to makai, and 3) highly skilled physical labor promotes lokahi, togetherness, and intimate knowledge of nature. Despite these benefits, sustainability is tenuous due to past, present and, future development. Through this interdisciplinary training, and with the Community and Culture Cluster as a basis, the dynamics of rural community health prove to be an interesting career opportunity.

FR 3:30PM-4:45PM Library 135

[375] The Student-to-Professional Transition: Positives, Challenges, and Tactics
M. Schleshofer-Sutton1, C. Ahrens2, N. Allen3, D. Cooke4, D. Darlaston-Jones5, K. Dinh6, S. Torres-Harding7, S. Wituk8
1Claremont Graduate University, Claremont, California; 2California State University, Long Beach, Long Beach, California; 3University of Illinois at Urbana-Champaign, Champaign, Illinois; 4Georgetown University, Washington DC.; 5Edith Cowan University, Joondalup, Western Australia; 6University of Massachusetts Lowell, Lowell, Massachusetts; 7DePaul University, Chicago, Illinois; 8Wichita State University, Wichita, Kansas
Discussants: O. Guessous, Georgia State University

Overview
Transitioning from student to professional encompasses many changes. Regardless of whether embarking on a career as a researcher, practitioner, evaluator, or faculty member, one experiences changes to one’s status, role, and social life. This roundtable addresses the process of moving from being a graduate student to being a professional. Seven presenters, all in the first 3 years of their career, discuss their transitions, including both previous and on-going experiences. As this roundtable will be of interest and importance to students and new professionals, a focus is on both positive and negative experiences and providing insight into unexpected challenges during the transition phase. Panel members will present general tactics to aid in making the transition from being a graduate student to being a professional an easier one.

FR 3:30PM-4:45PM Science LH1

[376] Urban African American Youth: Factors that Promote Psychosocial Development
S. McMahan1
1DePaul University, Chicago, IL
Discussants: J. Emshoff, Georgia State University

This symposium will consider various characteristics that reduce negative behaviors and increase positive behaviors among urban African American youth. All three studies were conducted with 5th-8th grade students living in a Chicago public housing development community. The first presentation considers coping as a moderator of the relation between exposure to violence and depression. The second presentation examines the impact of two violence prevention programs, with a particular focus on empowerment and ethnic identity. The third presentation reports findings from a 2-year longitudinal study, examining predictors of aggressive and prosocial behaviors across time. Each of these presentations will consider broader contextual factors, as well as implications for intervention.
Previous research has revealed that stress is moderately related to depression among urban, African American youth. To further investigate this phenomenon, this study examined coping style as a potential moderator of the relation between stress and depression. Surveys were administered to 209 low-income, urban, African-American 5th-8th grade students from two schools. Data served as the baseline for a pilot study of a skills-based violence prevention program. Self-report measures included depression, coping, exposure to violence, and stressful life events. Findings suggested that stressful life events and exposure to violence were positively related to depression. Further, particular coping styles moderated the relation between exposure to violence and depression. Employing distinctive coping more often was associated with more depressive symptoms for youth exposed to higher levels of violence. Participants may not have been able to truly distract themselves when confronted with extensive violence, and many distraction activities (i.e., video games) contain violence. Seeking understanding more often was associated with fewer depressive symptoms for youth exposed to higher levels of violence. This benefit may have resulted from gaining a critical awareness of their environment and factors that support violence. Preventive interventions should consider the impact of various coping styles in the context of exposure to violence.

The majority of violence prevention programs focus on individual skills rather than systemic-level patterns of interactions that contribute to conditions that support violence. Although individual-level factors need to be addressed, systems-level change is necessary to ameliorate conditions that support violence. The current study examines the impact of two violence prevention programs with urban, African-American youth. Students (n=288) from three elementary schools participated in one of three conditions: 1) Making the Peace (a 15-session multicultural intervention that educates youth about the roots of violence), 2) Second Step (a 15-session multicultural skills-based intervention), or 3) No intervention comparison. We examined aggressive and prosocial behaviors, empowerment, and ethnic identity. Youth who participated in Making the Peace had significantly higher levels of empowerment and lower levels of ethnic identity than students in the other conditions. Overall, a stronger sense of ethnic identity was associated with more teacher-reported prosocial behaviors and fewer self-reported aggressive behaviors. However, more empowerment was significantly associated with fewer teacher-reported prosocial behaviors. Violence prevention programs being implemented in oppressed communities face environmental influences that are difficult to combat; empowerment and ethnic identity may be important factors to examine in the context of violence prevention programs for urban youth.

This study examines aggressive beliefs and behaviors, as well as prosocial behaviors, across a two-year period, using multiple reporters, including self-report, peer-report, and teacher-report. Two hundred sixty urban African American youth from three schools participated in four assessments to examine the various factors that contribute to aggression across time. A random-effects regression modeling approach was used to examine individual-level variables (gender, violence prevention knowledge, empathy, impulsivity, self-efficacy), school-level variables (school, sense of school membership), and a community-level variable (exposure to violence) in relation to aggressive and prosocial behaviors. In general, results suggest that higher levels of exposure to violence, impulsivity, and beliefs supporting aggression were associated with more aggression, while more empathy and self-efficacy were associated with less aggression. More knowledge related to violence prevention skills and more empathy were associated with more prosocial behaviors, and school was an important predictor of teacher-reported aggressive and prosocial behaviors. This research suggests interventions need to target both individual strengths (empathy, self-efficacy), and community-level factors (exposure to violence) in order to increase prosocial behaviors and decrease aggression. The value of multiple perspectives on aggression will be explored and differences among various reporters will be discussed.

Community based organizations face special challenges when they participate in research projects. Disparities in resources, power and types of expertise may create conditions in which the interests of the community take second place to the needs of the academic investigators. Community organizations may have difficulties fulfilling their core missions while simultaneously undertaking the demands of research. Yet, these organizations have much to gain from research that addresses community-identified issues and results in actions that improve quality of life. How can grass roots organizations reap the benefits of research while maintaining their integrity and increasing their organizational capacity? How can universities learn from working with CBOs?
Society for Community Research and Action 9th Biennial Conference

responsible colleagues and vice versa? This roundtable will focus on partnerships between Community Based Organization Partners (CBOP), a local government, a coalition of health services, organizations, and university researchers in a CDC funded Prevention Research Center. A CBOP member will discuss how community-based organizations have come together to define their interests, and a university partner will comment on how the partnership has affected the way the university does business with the community. Roundtable participants will be invited to share their experiences of moving research to action.

FR 3:30PM-4:45PM Sinner 100

[381] Valuing Diversity, Valuing Action: Serving Communities of Color More Effectively
L. GUTIERREZ1, J. GONE1
1University of Michigan, Ann Arbor, MI
Discussants: J. RAPPAPORT, University of Illinois at Urbana-Champaign

America’s increasing cultural diversity presents several formidable challenges to psychologists seeking to provide accessible, appropriate, and effective mental health services within communities of color. Community psychologists, drawing upon longstanding traditions of empowering collaboration and action research within their subfield, are uniquely prepared to successfully address many of these challenges in the 21st century United States. This symposium will present for broad consideration and lively discussion three action research efforts dedicated to refashioning conventional protocols within mental health service delivery to better assist communities of color. Examples of relevant empirical efforts undertaken within African-American, Native American, and Latino communities will be described and discussed.

[382] Keeping Culture in Mind: Developing Culturally-Appropriate Interventions
J. GONE1
1University of Michigan, Ann Arbor, MI

The challenge of diversity for community mental health is not simply a limited availability of conventional psychological services, nor a lack of familiarity with culturally diverse populations among service providers, but the often incommensurate cultural foundations upon which Western therapeutic techniques stand. Fortunately, action research within the traditions of community psychology can ensure that alternative, community-based preventive and promotive interventions are designed to reflect and reinforce prevailing cultural norms and practices in communities of color instead of devaluing or undermining them. Such efforts within community psychology require that action researchers are conceptually and methodologically equipped to study the cultural underpinnings of identity, personhood, social relations, spirituality, disorder, wellness, and treatment within communities of color designated for research collaboration. Only with careful analytic attention to these fundamental constituents of cultural life can preventive interventions maximize their potential to promote resilience and prevent dysfunction while simultaneously avoiding the subtle cultural proselytization that characterizes most conventional cross-cultural psychological interventions. These principles and commitments will be illustrated concretely with data obtained during a process of sustained consultation with Native American tribal members from the Fort Belknap Indian reservation in north-central Montana.

[383] The Neighborhood Club: Intervening with Children Exposed to Urban Violence
R. CEBALLO1, C. RAMIREZ2, K. MALTESE1
1University of Michigan, Ann Arbor, MI

Random, inner-city violence has emerged as a problem of paramount importance in many poverty-stricken, urban neighborhoods. Poor African Americans are frequently concentrated in impoverished neighborhoods with social, educational, and occupational resources are few, and high crime rates are common. Like African Americans, more than half of the nation’s Latino households lived in central cities of metropolitan areas and 34 percent of Latino children under 18 years of age were living in poverty in 1998. Thus, many impoverished, racial minority families face adverse environmental conditions on a daily basis. Poor, inner-city children are continuously and chronically exposed to extraordinarily high rates of community violence. Not surprisingly, exposure to community violence is associated with many negative repercussions for children’s mental health. This paper describes a short-term, supportive intervention group, the “Neighborhood Club,” designed to assist children with the psychological impact of exposure to urban violence. It is an attempt to address the void of therapeutic work that attends to poor children’s chronic exposure to violence. Ten “Neighborhood Clubs” have been conducted at three public and charter schools with predominantly African American and Latino children residing in poverty-stricken, high-crime neighborhoods. Illustrations from these groups are provided to highlight group activities and therapeutic goals.

[384] Diversity and Understanding Distress
L. KOHN WOOD1, K. HUDSON BANKS1, G. HUDSON1
1University of Michigan, Ann Arbor, MI

A growing literature examines questions about group differences in understanding psychological distress. Previous research has found evidence for cultural differences in beliefs about mental illness, expressions and correlates of distress, and treatment preferences and utilization. However, evidence also exists for the universality of diagnosable mental disorders. Understanding diversity in psychological distress could help explain racial/ethnic disparities in mental health services, particularly among African Americans who do not experience language or other acculturation-related barriers to treatment. We examine the evidence for group differences in symptoms of distress by analyzing the factor structure of psychological symptomatology in African American and White adults in several sets of data. Analyses based on latent variable structural equation models provide a formal assessment of group
Society for Community Research and Action 9th Biennial Conference

FR 3:30PM-4:45PM Sininger 202

[385] Towards Ethical Guidelines for Community Psychology Interventions
M. Vesser1, V. Roos2, M. Terre Blache2, C. Oosthuizen1
1University of Pretoria, Pretoria, ; 2University of South Africa, Pretoria, ; 4Department of Psychology, Johannesburg.

Overview

The existing Ethical Code of Psychologists in South Africa chiefly regulates the activities of psychologists in clinical practice. Very little ethical guidelines could be found for community interventions. Although the ethical standards in APA ethics code (2002) are written broadly in order to apply to psychologists in varied roles, the application of the standards is unique in community contexts. A discussion group of various stakeholders was formed aiming at drawing up a set of ethics guidelines for community interventions. It often involves negotiating competing sets of demands rather than following set guidelines. Some of the principles and ideas emerged:

* Issues of knowledge ownership and the ways in which knowledge circulates among different stakeholders
* The need for respectful engagement in a community versus the need to show results
* The need to make resources and networks available without fostering dependency
* Issues around the setting of professional boundaries and crossing these boundaries
* Legal responsibility, power relations, and processes in communities need to be considered
* Ownership of interventions needs to be negotiated.

The discussion group would like to expand their geographical boundaries to include stakeholders in the context of attempting to understand the extent to which observed group differences reflect true diversity in human functioning and the value of understanding this diversity for effecting social change.

FR 3:30PM-4:45PM Sininger 204

[386] Collaborations with Courts to Promote Competence
I. Sandler1, S. Wolchik2
1Arizona State University, Phoenix, Arizona; 2Arizona State University, Tempe, Arizona

This symposium discusses roles for community psychologists for working with the courts to promote competence in children and families. The work of three different teams are presented, which focus on collaborations with the juvenile courts working with adjudicated delinquents and with family courts working with divorcing families. In each case the presentation will discuss how the work relates to recent trends in the development of court services. The discussion will provide a broader context for understanding roles of community psychologists to collaborate with the Courts to promote competence and health.

[387] Should Young Children Spend Overnights with Their Fathers and Other Issues
M. Priett1, G. Insabella2
1Yale University, New Haven, Connecticut; 2Yale University, New Haven, CT

This presentation begins with a brief discussion of five areas in which family law research and intervention could benefit from involvement of community psychologists. The first area is the question of gender equity in the courts, to what degree biases are operating and to what degree stereotypes are borne out by actual outcomes. Second, the area of family mediation leaves questions about how mediated agreements benefit and place consumers at a disadvantage in the legal arena. Third, as screening tools to identify high conflict couples are endorsed and created, the specter is raised about how early identification will be used by the courts and potential limitations. Fourth, we examine how an early intervention program focused on fathering, conducted through or in conjunction with the courts, could reduce child neglect and promote the welfare of adults. And fifth, child development experts have been debating whether infants and toddlers should have overnights on a regular basis with both parents following divorce. The question and its answers have huge implications for social policy and family life. The remainder of this presentation focuses on the latter example of overnights to exemplify the kinds of sticky wickets that are involved in family court research. We will present some data from the Collaborative Divorce Project, and discuss the importance of increasing community psychology perspectives among researchers interested in family law.

[388] Research & Action in the Juvenile Justice System: Thinking outside the Box
N. Reppucci1, M. Schmidt
1University of Virginia, Charlottesville, VA

Discussants: M. Levine, University at Buffalo

Purported increases in violence and delinquency in the past decade have triggered a shift from a rehabilitative juvenile justice system to a more punitive one and have resulted in a narrowed view of the juvenile delinquent. The system’s new punitive leaning (“you do the crime, you do the time”) has diminished the guiding philosophy of individualized justice based on a notion of rehabilitation as its premier goal. However, fair treatment for juveniles requires that we promote their social competence, ensure their legal competence, and improve their overall well-being and health. Just as mental health professionals have regularly examined home, school and neighborhood environments when assessing children, juvenile justice professionals need to examine a number of contextual factors, including the commission of the crime, police interrogation, the

111
Specifically, the study investigated the question of approach on reports of posttraumatic growth. We suggest that juveniles’ competence and health will be promoted by “thinking outside of the individual box.” We will draw examples to illustrate this point from research on risk and protective factors, the attorney-juvenile client relationship, legal cases in the media, and recent interventions in the justice system focusing on restorative justice and female delinquency. We will conclude that multiple roles exist for the community psychologist in the juvenile courts, including consultant, conceptualizer, evaluator and interventionist.

FR 3:30PM-4:45PM Sininger 205

[389] Models of Community Psychology Education: Faculty and Student Perspectives

M. Bloodworth1, T. Ritter2, E. Trickett1, A. Rivera3, R. Sedman4, K. Richardson5, J. Newbrough4
1University of Illinois at Chicago, Illinois; 2New York University, New York, New York; 3New York University, New York, NY; 4Vanderbilt University, Nashville, Tennessee

Overview

Graduate programs in community psychology espouse diverse models for educating students in the many theories, methods, and practices of our field. These models reflect visions of what community psychology is and what community psychologists do. These models also result in programs across the country varying in their emphases and sequencing, as well as their goals for the roles students will assume after graduation. There is also often diversity of opinion within a program with regard to what the program’s vision and goals should be. In this roundtable, faculty and student representatives from community psychology training programs at the University of Illinois at Chicago, New York University, and Vanderbilt University will share information about the particular training models used at their programs. Aspects such as curricular and practicum sequence and content, and the structure and intent of theses and candidacy examinations will be explored. We invite individuals affiliated with other programs to join us in sharing and discussing visions for graduate education in community psychology.

FR 5:00PM-6:30PM Student Center Ballroom

Poster Session

Theory/Method Theme

[390] Methodological Considerations for Understanding Posttraumatic Growth

S. Smith
1Georgia State University, Atlanta, GA

This study examines the effect of measurement approach on reports of posttraumatic growth. Specifically, the study investigated the question of whether or not reports of posttraumatic growth were reflective of positivity bias. Participants (n = 276) from an urban university and a superior court jury pool were randomly assigned to one of two methodological groups. In one, participants responded to the Posttraumatic Growth Inventory (PTGI) in relation to a specific stressful event. In the other, PTGI questions were not linked to specific events. MANCOVA and multiple regression analyses were conducted to investigate the relationships among gender, method, and characteristics of trauma. Findings contradict the notion that current methods of measuring posttraumatic growth create a positivity bias. On the contrary, these methods may actually underestimate posttraumatic growth. Moreover, this study did not support gender effects found in the literature on posttraumatic growth. Implications and directions for future research are discussed.

[391] An Ecological Investigation of Social Systems and Student Mobility

A. Martin1, L. Gensheimer2, G. Haddock3, A. Jolly4, R. Hartigan5
1US General Accounting Office, Washington, DC; 2University of Missouri-Kansas City, Kansas City, MO; 3Northwest Missouri State University, Maryville, MO; 4St. Joseph Youth Alliance, St. Joseph, MO; 5St. Joseph School District, St. Joseph, MO

Student mobility is a prevalent problem in the United States. Recent research indicated that more than 40% of third graders change schools at least once since first grade, and 17% change schools two or more times (US General Accounting Office, 1994). Negative developmental outcomes have been associated with high rates of student mobility such as poor academic achievement (Johnson & Linder, 1991) and behavior problems (Humke & Schaefer, 1995). Such findings were cause for concern for a Northwest Missouri school district having elementary school mobility rates ranging from 7% to 86%, with an average of 42% (School District of St. Joseph, 1999). This paper presents findings from the final phase of a collaborative, ecological investigation of student mobility involving the school district, a community organization administering state-funded youth initiatives, and community researchers. Framed in Bronfenbrenner’s (1977) Ecological Theory, the study sought to determine the microsystem, mesosystem, and exosystem variables that most strongly associated with student mobility. In-depth parent interviews, parent surveys, and district and census archival data were collected. Findings showed that high student mobility was significantly associated with family residential mobility, housing cost, neighborhood conditions, changes in family structure, and problems with one’s neighbors and landlords. Findings will be used to support a multi-level preventive intervention for the community.

[392] Neighborhood Cohesion Mapping: Merging the Psychological and the Geographical

A. Lohmann1, G. McMurran2, L. Hempel2
1Claremont Graduate University, Claremont, California; 2University of Redlands, Redlands, California

Various methodological hurdles face researchers who seek better understanding of the dynamics of neighborhood cohesion. First, how should neighborhoods be operationalized? Current methods vary from the phenomenological to the etic. The etic
approach appears to have dominated the research, due to the difficulties inherent in analyzing subjectively (i.e., residentially) defined neighborhoods. Secondly, when should neighborhood cohesion enter a research model? Typically, neighborhood cohesion is treated as one variable among many with correlational associations being the focus of analysis.

Neighborhood cohesion is rarely treated as the selection criteria, an approach that may provide greater insight as to how cohesion develops, the nuances that shape it, and how different neighborhoods may define it. Unfortunately, tools to successfully identify phenomenological neighborhoods and distinguish high- and low-cohesion neighborhoods are rare. The current research presents a method to accomplish just this task. Using geographic information system software, a sectioning technique using respondents’ reported neighborhood outlines and a neighborhood cohesion measure, we generated a Neighborhood Cohesion Map. With this, in conjunction with follow-up quantitative and qualitative research, we demonstrate how researchers can identify areas of high and low neighborhood cohesion, and how research can increase our understanding of the multiple facets that define cohesion.

[393]
Cooperative Extension Service as a Delivery System for Prevention Programming
L. HUL, L. PARKER
Washington State University, Pullman, Washington; Washington State University, Puyallup, Washington

With offices in over 3000 counties nationwide, the land grant university system of Cooperative Extension Services (CES) is a highly distributed network intended to deliver research-based, applied knowledge to a broad segment of the population. As such, CES is in a unique position to implement a widespread dissemination of best practice prevention and youth development programs. In this poster, we present data on a process evaluation intended to describe capacity and readiness for dissemination of prevention programs of the CES of Washington State University. Methods used to assess capacity and readiness may be generalizable to Cooperative Extension Services of land grant universities across the US. We used a combination of structured interview and survey to assess the following topics in counties across Washington State: beliefs of CES youth and family personnel about their mission (“What do we do, how do we do it, and for whom do we do it”); degree of existing collaboration with community leaders in business, legislature, education, and social services; perceived community problems and need for prevention programming; willingness to implement prevention programming; and perceived barriers to implementation of prevention programming. Relations of attitudes to personnel demographics and some county statistics are reported.

[394]
Mapping Change: Using Geographic Information Systems for Research and Action
L. VAN EGEREN, M. HUBER, D. CANTILLON
Michigan State University, East Lansing, Michigan

Geographic Information Systems (GIS) is a mapping tool used to link data to a physical location for analysis and visual representation. Such analysis can be useful for information gathering as well as for action. In this study, researchers provide examples of how GIS was used to identify and link attitudinal characteristics of neighborhoods, programmatic research activities in neighborhoods, and physical and demographic data as part of an evaluation of a comprehensive community initiative in an economically distressed core city. This study demonstrates the use of GIS for research purposes, such as developing purposive samples for further research activity and documenting evaluation outcomes by location, as well as for community action. This research focused on attitudes about empowerment and community satisfaction and the locations of community mobilization activity to monitor the impacts of the community initiative. As part of this initiative, GIS data is shared with community members to increase their literacy about their own community’s data. In this example, GIS is used to promote the democratization of data for those living and working in the community to enable them to be active participants in the evaluation of the community initiative.

[395]
The DePaul Values Inventory: Its Utility in Community Psychology
S. COWMAN, J. FERRARI
DePaul University, Chicago, Illinois

The DePaul Values Inventory (DeVI) assesses student perceptions of a university’s mission and values by examining student knowledge of: overall mission (Institutional Values), faculty diversity (Employing Diversity), campus atmosphere (Institutional Atmosphere), and the life-long commitment to public service values (Institutional Impact). The DeVI differs from other well-known value measures (e.g., Rokeach, 1973; Schwartz, 1992) by examining institutional values instead of individual/cultural values. The DeVI also emphasizes certain values inherent to community psychology (Cowman, 2002). Through these differences researchers and psychologists are able to measure a university/organization’s success in conveying its mission and values of social justice and public service. Based on the institution’s success at conveying these values, psychologists may then determine different possible roles the institution may play in effecting change within the community. For example, students who internalize the values of community psychology may enact them in their respective communities. Therefore, the DeVI may be helpful in determining the effectiveness of an institution’s overall ability to promote second-order change through its students.

[396]
Assessing the Outcomes and Impact of Community-Based Research
A. ROLLINS
Georgetown University, Washington, DC

University-based practitioners of community-based research (CBR) work to help create social change to meet the needs and goals of community organizations, to transform higher education institutions, and, in the classroom, to transform students academically, personally, and politically. It can be, however, extremely difficult to evaluate the
Using Social Marketing Research to Make Mid-Course Intervention Changes
Wichita State University, Wichita, Kansas

For three years a social norms media campaign to reduce alcohol related health risks has been implemented on four college campuses in Kansas. Results each year have shown no movement in the number of drinks students are having and only minor improvements in use of protective factors and incidence of negative consequences. The lack of marked results in the three years of replication of the successful Northern Illinois social norms model caused us to reassess the assumptions we may have been making regarding the students response to the social norms messages and social marketing being used. In the fall of 2002, focus groups were conducted among 130 students on the four campuses in order to assess their reaction to various media and visual stimuli, participation in protective factors commonly thought to be used by students, experience with negative consequences, believability and credibility of various sources of alcohol information and response to ads previously distributed on the campus. Results are discussed as they relate to changes in the social norms approach on each campus based on feedback from the students, as well as implications for understanding this population as a whole.

Youth Theme

A Grassroots Community Arts School: A Case Study
L. Lunsford
North Carolina State University, Raleigh, NC

This case study identified important themes in a grassroots art-based school for children in the developing world. Candido Bido, an internationally known painter and artist, founded La Plaza de la Cultura in 1987 to teach children the arts. The school is in Bonao, Dominican Republic and accepts all children, regardless of their ability to pay. Most
frameworks and the extent scales measuring classroom ecology (e.g., Fraser et al., 1982; Trickett & Moos, 1995) and (b) to assess the feasibility and utility of the CCI with middle school teachers in assisting them to gain useful insights into classroom ecology. Using data collected from 2,465 students in 85 classrooms in 21 schools throughout Japan, the final 57-item scale consisted of eight subscales: involvement, affiliation, friction, satisfaction, self-disclosure, task orientation, order, and equality. The reliabilities and validities were more than adequate. Two consultation cases were then presented that involved the use of the CCI in a middle school, demonstrating its utility in gaining insights into their classroom management and instructional behaviors. Finally, an intervention model using the CCI and future research directions were discussed.

[401] The Multiple Pathways of Neighborhood Effects
D. Cantillon
Michigan State University, Lansing, Michigan
While research on neighborhood effects has increased dramatically over the past decade, most analyses have been limited in their assessment of the ways in which the neighborhood context impacts youth. Using structural equation modeling, the current study simultaneously assessed how neighborhood disadvantage impacts neighborhood-level, family-level, and individual-level variables to ultimately influence the youth outcomes of delinquency (self-report & official), drug and alcohol use, and conventional activity. The results of this study found substantial support for the multiple pathways in which neighborhood disadvantage impacts both positive and negative youth outcomes. At the neighborhood level, neighborhood disadvantage significantly reduced the development of sense of community and informal social control, which resulted in increased delinquency rates. The current study also assessed how neighborhood disadvantage impacted youth outcomes via its impact on parental support and monitoring and youth’s affiliation with delinquent peers. The results indicated that neighborhood disadvantage significantly decreased parental support and monitoring, which lead to affiliation with delinquent peers and higher rates of delinquency and alcohol and drug use. Finally, important differences were found between self-report and official data and the implications for prevention and intervention programs will be discussed.

[402] A Comparison of Homeless Adolescents, Young Adults, and Older Adults
C. Tompsett1, P. Toto1, M. Goldstein1
Wayne State University, Detroit, MI
This study compared two representative samples of homeless adolescents (N=123; ages 12-17; n=375) to two representative samples of homeless adults (N=246; ages 18-30; n=357) and older adults (ages 35-60; n=302). In a set of MANCOVAs controlling for gender and race effects, many significant differences (p<.05) were found between adolescents and adults, with fewer differences found between the two groups of adults. Adolescents reported more social support on three different indices, but reported coming from more negative family environments. Based on the Diagnostic Interview Schedule (for Children), adolescents had the lowest rates for all diagnostic categories, including major affective disorders, alcohol abuse/dependence, and drug abuse/dependence. The oldest adults reported more physical symptoms than both younger adults and adolescents. Stressful life events were not found to differ by age. Also noted were differences by gender, including higher levels of reported social support for females and higher rates of substance abuse disorder among males. Race effects and interactions between age, gender, and race will be presented in the final poster and implications of all findings will be discussed.

[403] “Not Crazy”: Mental Illness Education for Teenagers
M. Stabeili1, S. Sangster2, L. Davidson2
1Yale School of Medicine-Dept. of Psychiatry, New Haven, CT; 2Yale School of Medicine- Dept. of Psychiatry, New Haven, CT
This poster will present a theoretical background to mental illness education for teenagers as well as presenting a free educational program, “Not Crazy: Mental Illness Education for Teenagers”, to aid people who work with teenagers. Designed in collaboration with teenagers, consumers, clinicians, and teachers, this educational tool is designed to help educate teenagers in the general population who may currently have, or may develop, psychiatric problems. This program has the following aims: 1) To provide resources to people working with teenagers in any capacity; 2) Help kids and parents identify early warning signs; 3) Reduce barriers to effective psychiatric care; 4) Help kids, parents, and teachers identify and use school and community resources; 5) To educate students, educators, administrators, and parents about culturally responsive care and culturally normative issues in psychiatry; 6) Reduce stigma around psychiatric issues; 7) To help teenagers talk to parents and other adults about these issues; 8) Decrease the duration of untreated symptoms by accelerating at-risk youth’s access to care prior to, or in the earliest stages of, illness onset. Also presented will be pilot data describing the effect this intervention has on help-seeking behavior, attitudes about mental illness, and facility with available resources and information.

[404] The Recruitment of Latino Families into a High-School Dropout Prevention Program
F. Dillman-Carpenter1, M. German2, N. Gonzalez2, L. Dumka3, M. Genalo1
1Arizona State University, Tempe, AZ; 2Arizona State University, Tempe, Arizona
Little information exists about recruiting Latinos into programs addressing risk factors for school dropout or mental health problems. Even less is known about how intragroup variability on factors such as acculturation and language preference influences recruitment of Mexican-American families into such programs. These recruitment data are part of the first wave of a three-year dropout prevention program.
program targeting Mexican-American 7th graders and their families in Phoenix, Arizona. The researchers found differences in the ability to locate Mexican-American families speaking English versus Spanish in the home. Language group differences were also found for willingness to participate, with English speaking Latino families being less willing to participate than Spanish speaking families. Results suggest that language spoken in the home is important in acquiring Latino samples. Researchers need to anticipate potential differences in ability to locate and attrition of these two groups when planning their recruitment strategies for interventions.

[405] Social Support Systems, Involvement, and Delinquency in Urban Adolescents
D. Witherspoon1, M. Schotland2, E. Seidman1
1New York University, New York, NY
Fluctuating self-identities and elevated levels of ecological risks during adolescence often result in increased levels of risky behavior, which may be more pronounced for youth of low socio-economic status. Social support from family members, peers, and adults in school may serve as a protective factor for delinquent behavior during adolescence. This study examines the longitudinal associations of early adolescent (M=13.2 years, SD=0.8) support within the family, school, and peer microsystems with delinquency during middle adolescence (M=16.5, SD=1.0) in a sample of poor, ethnically diverse urban youth (N=481). For social support, preliminary results indicated that youth perceived consistent support from family, but declining levels of support from school personnel. For peer support, a more complicated pattern emerged: support from close friends increased while support from other teens decreased. The seriousness of delinquent acts for middle adolescents was considered “minor” (M=2.2, SD=1.0), which includes vandalism, joyriding, and shoplifting. Additional analyses will test two hypotheses: a) family and school support are inversely related to delinquency over time and b) level of involvement with the family moderates the association between early adolescent peer support and later delinquency. Implications for prevention and intervention will be discussed.

[406] Social Competence and Social Support: 2nd and 3rd Graders in Urban Blight
K. Mitchell1, J. Dilworth2
1Rutgers University, Piscataway, New Jersey; 2Pennsylvania State University, University Park, PA
Children who experience neighborhood disadvantage are placed at risk for academic failure and the development of problem behaviors. Social competence functions as a protective element for children in these challenging circumstances. Research shows that children with high levels of competence are able to cope under adverse circumstances and develop skills that facilitate positive school outcomes. Children who experience these severe community-level challenges such as poverty, drug abuse, chronic unemployment, substandard housing, uninteresting curriculum, and more and survive the odds provide live samples for researchers interested in resilience. One of the suggested reasons for their success is their ability to create supportive environments in which they operate. This study examines elementary school children in second and third grade who experience neighborhood disadvantage. It specifically examines the relationship between social competence and social support, and whether or not this relationship changes between second grade and third grade. The results provide information about a largely unknown population, and suggest ways of working to improve the life chances of other at-risk children by teaching them social skills and enhancing their school environment.

[407] Mediating Structures of Community Risk for Adolescents in Military Bases
T. Yasuda1, R. Whitlock2, J. Leitzel3, B. Lubin4
1Pennsylvania State University, State College, PA; 2University of Missouri-Kansas City, Kansas City, MO; 3Marywood University, Scranton, PA
In spite of a body of evidence that shows the negative impact of neighborhood disadvantages (e.g., poverty and crime), relatively little is known as to how these disadvantages can vary in systematic and theoretically meaningful ways with a series of social and institutional processes (e.g., social capital and collective efficacy) (Sampson, Morenoff, & Gannon-Rowley, 2002; Sampson, Raudenbush, Earls, 1997). Essentials for producing such effective processes is the mediating structures, such as families, schools, and peers, that can function as a buffer against the community disadvantages and help promote the well-being of adolescents. These mediating structures may become of particular salience for a population of adolescent military dependents, given the lack of locally-based social ties due to their residential mobility (e.g., change of station). This poster will present the findings from a study of 3706 adolescents in U.S. military families. A multi-level statistical modeling technique is applied to examine the roles of the three mediating structures (families, schools, and peers) that are presumed to intervene in the relationship between community risks (e.g., violence, gang activity, neighborhood safety) and a variety of outcomes (e.g., psychological well-being, delinquency, and substance use). Importance of the mediating structures is argued in light of healthy adolescent development in the military bases.

Diversity Theme

[408] Diversity in the Community Psychology Literature?
T. Pinnicar1
1Vanderbilt University, Nashville, Tennessee
Since its inception, and certainly since the Austin Conference in 1975, the field of Community Psychology has expressed a commitment to promoting minority issues (Dalton, Elias, & Wandersman, 2001; Moore, 1977; Trickett, 1996). Additionally, during the past 25 years, diversity has remained as one of the four (prevention, empowerment, diversity, and adventurous research) main trends in the field of community psychology (Dalton et al., 2001; Trickett, 1996). This commitment to diversity has been repeatedly questioned, however (Loo, Fong,
Society for Community Research and Action 9th Biennial Conference

Iwamasa, 1988; Moore, 1977; Scarr, 1988; Trickett, 1996; Trickett, Watts, & Birman, 1993). Specifically, this commitment has been challenged in terms of the literature published by the two dominant journals of the field American Journal of Community Psychology (AJCP) and the Journal of Community Psychology (JCP). This study used content analysis to systematically examine the presence of articles focusing on minority groups and ethnic diversity in the American Journal of Community Psychology (AJCP) and the Journal of Community Psychology (JCP) from the inception of each journal through December 2002. The results of the content analysis will be presented, along with explanations for trend shifts, and recommendations proposed.

[409] Bridging Difference in a Rural Youth Program: Hicks and Outsiders

N. Watine

Evidence suggests that youth participation in organized programs facilitates key developmental processes, such as development of initiative, identity construction, and acceptance of human differences (Eccles & Barber, 1999; Larson, 2000). As interactions across human differences becomes more commonplace in the 21st century, identifying processes by which youth come to understand and accept human differences is important to facilitating positive youth development. This study examines the processes of bridging difference in a rural youth program. Over four months 74 biweekly interviews were conducted with eleven students in a high-school-based agricultural program. Using grounded theory methods, interview data were analyzed for underlying themes and concepts. Bridging differences took on new meaning in this rural, relatively isolated community, as little racial or ethnic diversity existed. The program brought youth into contact with peers from outside their social group (punks, hicks, urban youth). Shared program goals and identity provided a basis for meaningful interactions, which over time led to the discovery of the humanity in others—recognition of the inner person instead of a label or outward appearance. Given the common ground provided by the program, youth were active in discovering similarities, understanding differences, learning new social codes, and sustaining the new relationships.

[411] Navigating the Welfare System: Challenges to Employment among Immigrant Women

C. Renzo1, S. Toftey1, K. Abina-Sotomayor1, M. Shinn1, E. Thaden1, M. Alexander1, F. Lipton1

Recent studies have shown that mental health problems and exposure to violence are prevalent among welfare recipients and predict trouble with the welfare system and employment outcomes. Low educational achievement, poor job skills, large families, and problems accessing childcare and transportation are also related to women’s ability to leave welfare. However, little work has examined immigrant welfare recipients who may be at risk for one or more of these factors. This poster examines rates of potential barriers to employment for immigrants, mostly from Latin America, compared to native-borns among a sample of new applicants and long-term welfare recipients. It also examines main effects of immigration status controlling for barriers to employment and mediation of effects of immigration by language. Preliminary analyses show no difference in mental health diagnosis, exposure to domestic violence, family size, and ever having worked for pay between native-born and immigrant women. Native-born women reported more exposure to community violence than immigrants. Immigrant women were on average older than native-borns and were less likely to have graduated from high school. Controlling for place of birth, women who had worked in the last year earned less if interviewed in Spanish rather than English.

[412] How Sense of Belonging Predicts Academic Adjustment Among Latino Youth

B. Sanchez1, Y. Colon1

Latinos have the highest high school dropout rate compared to other racial/ethnic groups in the United States (29%; U.S. Department of Education, 2000). One factor that has hardly been examined in understanding Latinos’ educational experiences is sense of community, a significant concept to community psychologists. A sense of community includes a feeling that one belongs to and is important in a community and that one has something to contribute in that community (McMillan & Chavis, 1986 as cited in Dalton, Elias, & Wandersman, 2001). Researchers have examined adolescents’ sense of community within educational contexts by measuring sense of school belonging (Goodenow, 1993). Goodenow’s research on urban diverse youth has revealed a relationship between sense of school belonging and academic motivation. It would also be important to examine how sense of belonging predicts academic outcomes, such as grade point average (GPA). The proposed study is an investigation of the role of sense of school belonging in Latino youth’s academic adjustment. Specificially, we hypothesized that school belonging will predict GPA when mediated by motivation. Surveys will be administered to 150 Latino students in a Chicago Public High School. Regressional analyses will be conducted to test the mediational relationship. Implications for school interventions will be discussed.

[413] Creating a Culturally Grounded and Ecologically Valid Measure of Sexual Health

B. Wilson1

1University of Illinois at Chicago, Chicago, Illinois

Historically, the concerns of lesbians, particularly African American lesbians, essentially have been ignored in health research and practice. When health issues have been discussed, in particular issues of sexual health, myths about what lesbians do and do not need to be concerned about have been pervasive in these discussions. Both health professionals and lesbian communities have perpetuated these myths. The current study sought to create a measure of sexual
health that was ecologically valid and culturally grounded in the lives and experiences of African American lesbians as a means of filling some of the gaps in sexual health service and research among this group. The ecological framework (as proposed by James Kelly and colleagues) and the wellness promotion perspectives (as discussed by Chavis, 1993; Cottrell, 1964; and Cowen, 1997, 2000) provided guiding principles for how sexual health ought to be conceptualized and researched. Specifically, the overarching philosophy of the current study was that promoting sexual health, not just the prevention of sexually related illnesses, ought to be the goals of this research. Further, the current study promotes understanding the elements of sexual health in their environmental and cultural contexts. The focus of this poster presentation will be on the preliminary results of this study, including the initial stages of measurement development.

[414] Towards Cultural Competence: Cultural Supervision of Corrections Staff

N. Robertson1, B. Masters1, M. Wartok1, R. Karapu1, M. Trynes1
1University of Waikato, Hamilton.

Like most post-colonial societies, Aotearoa (New Zealand) has a criminal justice system which fails to produce equitable outcomes for indigenous people. While (indigenous) Maori make up approximately half of the prison population, the criminal justice system is overwhelmingly staffed by Pakeha (white settlers from Western Europe, principally Britain), who generally have little or no knowledge of Maori cultural practices. The inability of the majority of Corrections staff to provide a culturally appropriate response is believed to contribute to the high recidivism rates among Maori offenders. In an effort to better meet the needs of Maori offenders, the Department of Corrections is developing a cultural supervision model in which probation officers, prison officers and forensic psychologists receive supervision from knowledgeable Maori. In this poster we present some of the themes to emerge from a formative evaluation of the model, including the need to provide supervision which meets the distinctive needs of dominant and non-dominant group members, the challenge of overcoming resistance to cultural supervision among dominant group members, the implications cultural supervision raises for “accepted” clinical practice. The promise and limitations of cultural supervision as a tool for supporting just outcomes for indigenous people will be discussed.

[415] The Importance of Historical Context in Understanding Refugee Well-Being

K. Miller1, M. Kulkarni1, J. Muzurovic2, G. Worthington3, S. Tipping4, A. Goldman1
1San Francisco State University, San Francisco, California; 2Bosnian Mental Health Program, Chicago, IL; 3Chicago School of Professional Psychology, Chicago, IL; 4University of Melbourne, Melbourne, Melbourne

This poster examines the importance of the historical context of refugees’ lives both pre- and post-exile when trying to understand the mental health and psychosocial challenges they are currently experiencing. Drawing on interview data gathered from 28 adult Bosnian refugees in the United States, results underscore the essentially comparative process by which participants evaluated their current life circumstances, referring back continually to the quality of their lives in Bosnian in order to make sense of their present lives in exile. The results have implications for how we seek to assess and understand refugee’s well-being. Refugee mental health research has relied on cross-sectional assessments of psychiatric symptomatology and its relation to war-related violence and various exile-related stressors. Though useful for identifying patterns and correlates of psychological distress, this approach fails to capture the importance of individual and collective histories in shaping people’s appraisal and experience of their current lives in exile. Findings are presented that illustrate the diverse ways in which historical experience helped shaped participants’ current evaluation of their psychological well-being. The implications of these findings for future research with refugees, for ecological refugee-focused interventions, are also considered.

[416] Latinas Reports of Symptoms of Distress: Influences of Culture and Language Use

K. Abeña-Sotomayor1, C. Rincón2, M. Shin1, S. Tooney1, E. Thaden2, M. Alexander2, F. Lipton4
1New York University, New York, New York; 2New York University, New York, NY; 3Nathan Kline Institute - Information Sciences Division, Orangeburg, New York; 4Human Resources Administration, New York, New York

The goal of this study is to enhance understanding of high reports of psychological distress among Latinas, a group in need of culturally appropriate mental health services. Alternative explanations for this phenomenon include the influence of the language used, cultural influences in the meanings given to symptoms and their expression, and differences in response styles. These explanations are examined in a sample of 569 mothers who were new entrants or long-term recipients of welfare, 59% of whom identified as Latina. Language (Spanish vs. English) might influence interview outcomes because Spanish is usually learned in the family and is associated with emotional expression. Latinas may experience or report distress in the form of somatic symptoms (Guarnaccia et al., 1998) and may use more extreme response options (Marin et al., 1998) than other groups. The CES-D was used to assess psychological distress. Latinas reported a higher number of symptoms than Black women. Latinas who answered the interview in Spanish scored higher on the CES-D than Latinas who answered the interview in English (t = 1.9, p < .06). Patterns of somatic vs. other symptoms, and variance (an indicator of extreme response options), controlling for mean levels, will be examined by ethnicity and language.
Society for Community Research and Action 9th Biennial Conference

Community Collaboration Theme

[417]
Cluster Evaluation Analysis of the Safe Schools/Healthy Students Initiative
S. Telleen1, Y. Kim1
1University of Illinois at Chicago, Chicago, Illinois

Safe Schools/Healthy Students is a community based federal initiative funded by the US Dept of Education, US Dept of Health and Human Services and the US Dept of Justice. Cicero, Illinois, one of the initial 77 sites funded in 1999-2002, is a rapidly changing community from Italian and Eastern European immigrants to Mexican immigrants. Ninety-one percent of the students at the high school are Latino, primarily Mexican immigrants. To address the growing gang presence and pressures for youth in this community of 70,000 residents adjacent to Chicago, the project used a social ecological systems perspective to build community capacity and provide prevention and intervention efforts to address precursors to youth violence and victimization and provide positive youth development. Socioemotional learning and violence prevention strategies were implemented across developmental levels from preschool through high school at the community, school and individual levels. A cluster evaluation analysis was used to document the continuum of change in the school system and community; determine strategies to create the tipping point for change and define the current level of collaboration among partners to sustain the changes which have occurred.

[418]
Ethnic Influence of Homogeneous and Heterogeneous Groups on Coalition Efficacy
N. Thomas1
1Ecological-Community Psychology, Michigan State University, Lansing, MI

This study examined the influence of ethnic composition (i.e., homogeneous and heterogeneous groups) on community coalition efficacy. To understand the influence of ethnic composition on coalition efficacy, three objectives were explored: 1) whether coalition composition and its members’ ethnic identification predicted values and attitudes about diversity, 2) if homogeneity or heterogeneity of a group influenced coalition effectiveness, and 3) if the difference between individual and group composition influenced perceived coalition efficacy among ethnic groups. The sample consisted of 177 key leaders from various counties in Pennsylvania (Communities That Care - CTC). The average age of the sample was 48.3 (sd=9.2) years, with a range from 25 to 73. Fifty-two percent (n = 92) of the sample were men and 48% (n = 85) were women. Eighty percent of the sample were Caucasian American, 16% African American, 2% Latino, and 2% multi-ethnic. Results of the multivariate analysis showed that ethnicity had an influence on individual and group level coalition perceptions, attitudes, and effectiveness. We also found that homogenous groups were more effective at achieving coalition effectiveness than heterogeneous groups. Understanding the influence of ethnicity on coalition composition can promote effective practices to increase coalition efficacy.

[419]
Increasing Access to Higher Education: Community Collaboration Via the Intranet in Japanese Schools
T. Sasao1, A. Koyama1, M. Ikeda1
1International Christian University, Mitaka-shi, Tokyo

Amid the clamor of educational reform efforts in Japanese public schools, understanding how socially embedded schools, families, and communities can develop collaborative partnerships with each other has become a critical issue of concern. The Mitaka RE Project includes professional development programs for teachers, parental and community programs, and enhanced classroom use of IT technologies in the Japanese government’s newly revised curricula. Cast in the ecological models of family-school-community collaboration (O’Callaghan, 1998; Trickett, 1997), this presentation will focus on its implementation and process evaluation findings including (1) cross-cultural issues in applying the U.S.-based evaluation models in Japan, (2) the development of working relationships among different constituents in the city, (3) the interdependent nature of program components. Finally, because the Mitaka RE Project is part of the larger RE projects currently being run in the U.S., Australia, and Singapore, some cross-cultural comparison issues will be discussed as well.

[420]
Increasing Access to Higher Education: Hawai’i University-Community Partnerships
C. Ramos1
1University of Hawai’i at Hilo, Hilo, Hawai’i

In an effort to increase access to higher education for residents in rural communities on the Island of Hawai’ i and from neighboring islands of Maui, Lanai, and Kauai, the University of Hawai’i at Hilo (UHH) recently established two community-based partnerships: 1) the North Hawai’i Education and Research Center, and 2) the Psychology BA distance learning program. The North Hawai’i Education and Research Center links UHH, located in East Hawai’i, with the rural communities of North Hawai’i on the Island of Hawai’i. The Psychology BA distance learning program links UHH with the West Hawai’i region on the Island of Hawai’i and with neighboring islands of Maui, Lanai, and Kauai. A community psychologist describes both partnerships and shares her experiences, first, as a Psychology instructor who returns to her home community to teach the first course for the North Hawai’i and Education and Research Center, and second, as the coordinator of the Psychology BA distance learning program. Barriers to higher education and resources at the community, institutional and individual levels are discussed. The author reflects on planning and launching the programs and the successes and challenges of initiating institutional and community change.

119
with youth, sharing the message with others, 70 communities. Actions taken include connecting calls, visits to communities, and an interactive community change; and technical assistance via phone contact with every day; grassr
involved three components: a statewide radio, 20 — Take a second. Make a difference — initiative. Their and Community Development have partnered for the Help Network at Wichita State University, and the KS
VM. W
Intermediate Outcomes of a Statewide Initiative

In 1999, three Kansas communities were funded to mobilize a community response for effective and sustainable changes for teen pregnancy prevention. Community changes are new or revised programs, policies, and practices that create an environment to address an outcome of concern. The Work Group on Health Promotion and Community Development at the University of Kansas worked with these initiatives to build local capacities for documenting and evaluating progress. Sites and Work Group staff shared access to a web-based documentation system to regularly track community change efforts. Sites were trained in a shared measurement system, and as primary observers, tracked their ongoing progress. The Work Group staff coded for reliability, and KAPPA scores were maintained at or above 85%. Four years of community change data are available for critical reflection and sense-making to explore community impact on teen pregnancy prevention. Through personalized and technological assistance, sites have become co-managers of their evaluation data and maintain accountability for their own change efforts. As such, this collaborative evaluation process illustrates efforts to use data for understanding and improvement, creating conditions for lasting change, and building bridges of relationship and responsibility for sustainable improvements.

Intermediate Outcomes of a Statewide Initiative

There is growing interest in community-based initiatives and the assessment of their intermediate outcomes. The Kansas Health Foundation, the Self-Help Network at Wichita State University, and the University of Kansas Workgroup on Health Promotion and Community Development have partnered for the “Take a second. Make a difference.” initiative. Their 20-year vision is for Kansas to be the best state in the nation in which to raise a child. The initiative has involved three components: a statewide radio, television, and print media campaign, encouraging people to positively interact with the kids they come in contact with every day; grassroots citizen support including regional and statewide retreats to celebrate successful positive approaches to mobilizing community change; and technical assistance via phone calls, visits to communities, and an interactive website. Intermediate outcomes based on random follow-up telephone surveys indicate that over 112,000 Kansans have been impacted by efforts to improve the health and well-being of youth in nearly 70 communities. Actions taken include connecting with youth, sharing the message with others, and modifying or establishing local policies, programs, and practices. This poster will examine intermediate outcomes of this initiative, how they relate to the 20-year vision, and provide insights for other community initiatives.

Violence Theme

A Needs Assessment Of Women With Abusive Partners

Concerns about access to needed resources are often at the forefront when women make decisions regarding their relationship with an abuser. It is therefore of particular importance that these needs be understood in order to ensure that interventions aimed at assisting women experiencing intimate partner violence are maximally effective. This is particularly relevant in the case of low-income women and women of color who may encounter additional social and economic barriers that compound their situation. Past research has focused largely on the needs of women residing in domestic violence shelters. Women residing in shelters represent only one segment of the population experiencing domestic violence, and they may have needs that differ significantly from those of women residing in the general community. It is thus imperative that the needs of non-shelter residents also be examined. Findings from a needs assessment conducted with a sample of 160 primarily low-income women from diverse racial and ethnic backgrounds will be presented. The majority of participants were non-shelter residents recruited from various agencies providing legal and other assistance to women experiencing domestic violence. Women were surveyed regarding their needs as well as those resources currently available to them and their overall satisfaction with these resources.

Witnessing Domestic Violence: Latino Children’s Thoughts, Behaviors, & Attitudes

According to national statistics, approximately 1 in 3 women experience some form of domestic violence during their lifetimes and an estimated 3.3 million children are exposed to domestic violence every year. As this social problem is increasingly acknowledged, researchers are beginning to investigate its lasting impacts, particularly on children. Research on these children has found that they evidence various externalizing and internalizing behaviors, such as aggression, impulsivity, depression and anxiety. However, much of the research has focused on European American or African American samples and little is known about immigrant children, including Latinos/as. Additionally, the voices of children have usually been absent from the research process. This poster will present the results of an exploratory qualitative analysis of interviews with Latino/a children who have witnessed domestic violence. Specifically, information regarding the cognitions, attitudes, and behaviors of children between the ages of 6 and 18 will be presented. These data are a qualitative subset from a comprehensive
evaluation of an intervention program based in Atlanta, GA, which works with immigrant Latino families affected by domestic violence.

A. LEHRNER,*, M. RADEK,†, C. GOULD¶
1University of Illinois at Urbana-Champaign, Champaign, IL

The current study takes a qualitative approach to examining the relationship between women's experiences of domestic violence and their interactions with faith-based institutions. For many women, reaching out to religious leaders results in responses that blame them for the abuse (Cooper-White, 1996; Bowker & Maurer, 1986). The crisis of domestic violence can be exacerbated when women of faith internalize beliefs about gender roles and marriage that shape their understanding of the abuse and restrict the options they perceive to be available to them (Pagelow, 1988). Thus, the response of religious leaders and congregations can have profoundly important consequences for battered women and their families. The current study investigates how women who have experienced domestic violence within the past year interacted with their faith communities. Specifically, the following research questions are addressed: 1) To what extent did women identify their faith community as a potential source of support? 2) What characterized women's experiences of the response of faith-based organizations? 3) How did those responses contribute to or inhibit women's sense of safety? Examining these questions has important implications given that coordinated community responses to domestic violence frequently involve religious leaders; yet, we have a limited understanding of how women engage and experience the response of their faith communities. The implications of study findings will be discussed.

[426] The Role of Social Support in the Lives of Survivors of Domestic Violence
J. TROTTER*, A. REID†, C. GOULD¶
1University of Illinois at Urbana-Champaign, Champaign, IL

Social support is a critical factor in the examination of women's responses to intimate partner violence (IPV). Women in abusive relationships, who have family and friends to provide support, often report better psychological health and well-being than those who lack such support (e.g., Bowker, 1984; Tan et al., 1995). Supportive individuals may assist women in finding necessary resources, or may provide a buffer against the stress associated with an abusive relationship (Bowker, 1984; Cohen & Wills, 1985; DeKeseredy, 1988). Because women in abusive relationships tend to seek help from family and friends first, these individuals play an important role in shaping how women think about the abuse they have suffered. To date, we know very little about women's subjective experiences with those who provide support. Our current research addresses the extent to which survivors' family and friends validate or invalidate women's own experiences of IPV. Employing qualitative procedures we inquire about both the positive and negative social support women experience. This study provides valuable insights into how women actually view the social support they receive. The implications of study findings for future research and intervention will be discussed.

[427] Domestic Violence Survivors' Perception of Safety: Implications for Intervention
M. RADEK*, K. WATT†, A. LEHRNER‡, E. GUSTAFSON§
1University of Illinois at Urbana-Champaign, Champaign, Illinois; 2University of Illinois at Urbana-Champaign, Champaign, Illinois

Safety planning is an important component of interventions with women who have experienced violence in an intimate partner relationship. Traditionally, safety has often been conceptualized as a reduction in the abuse women have been experiencing. In accordance with this definition, safety planning strategies have been developed in order to assist in reducing the violence that is being perpetrated against women (e.g., Davies, 2001, Hart, 1992). However, very little is known about what safety means to women who have been victimized. That is, women’s perceived sense of safety may involve more than simply the absence of abuse. In addition, we have limited knowledge about what safety planning strategies women actually engage in to increase their sense of safety. Therefore, this study with women from a small midwestern community examines their own understandings and perceptions of safety. It analyzes both qualitative data from open-ended questions about women’s definitions of safety, as well as quantitative data on how frequently women have actually used various safety planning strategies which have been recommended from theory and practice. Finally, it summarizes women's perceptions about the effectiveness of these strategies. Implications for the development of community based safety-planning interventions will be discussed.

[428] Perceived Support, Coping Strategies, and Children's Depression
M. CHAO*, T. GILLUM¹, C. SULLIVAN¹, D. BYBEE¹
1Michigan State University, East Lansing, MI

Although exposure to domestic violence has been linked to a range of adjustment problems for children, there has been little research on factors that may shield children from these effects. Social support and active coping strategies are two factors that have shown to have significant influence on children’s adjustment. Using structural equation modeling, this study investigated relationships among social support, coping strategies, and depression for child witnesses of domestic violence. Participants in this study were 158 children (aged 4-13) who had witnessed domestic violence within 4 months prior to their interviews. The children and their mothers were recruited from various local community agencies, providing services to low-income families who have experienced domestic violence. The results of this study indicated that the hypothesized model provides a good fit to the data ((c²(86)=96.10, (c²/df)=1.12, RMSEA=.027, CFI=.974, NFI=.983). This model suggests that the influence of perceived support on children's depression was mediated by their active coping strategies. Both perceived support and active coping strategies have direct influence on children's depression. Furthermore, there were differences between boys and girls in perceived support as well as...
Prosocial coping strategies. There were also differences between African American and Caucasian children in the study. Implications of this study’s findings will be discussed.

[429] Parent-Adolescent Violence as a Predictor of Adolescent Outcomes
M. Haber1, P. Toro2
1Wayne State University, Detroit, Michigan

Violence between parents and adolescents has been linked to a variety of adverse outcomes among adolescents, including mood, conduct, and substance abuse disorders. The present study examines the impact of parent-adolescent violence and other conflict management behaviors, based on the Revised Conflict Tactics Scale (CTS2), on two outcomes, psychological symptoms (from the Brief Symptom Inventory) and substance abuse symptoms (from the Diagnostic Interview Schedule for Children). The at-risk sample (N=398) included 249 homeless adolescents (ages 13-17) from throughout the Detroit metropolitan area and a matched sample of 149 housed adolescents. Principal components analysis with varimax rotation of the CTS2 yielded four factors: Parent Violence, Parent-Adolescent Reasoning, Parent-Adolescent Psychological Violence, and Adolescent Violence. Hierarchical regression analyses were performed to predict baseline outcome scores and residualized change scores at two points of follow-up (12 and 18 months). A number of significant findings were found (p < .05), including main effects of CTS2 factors on BSI and substance abuse scores at baseline and in longitudinal analyses. There were also several longitudinal interactions, one of which suggested an “escalation effect,” such that youth reporting high parent violence AND high parent-adolescent psychological violence showed the greatest increases in BSI scores over time.

[430] Evaluation of a Conflict Resolution Program
M. Boucher1, A. Mikami2, K. Humphreys3
1Washington Open Elementary School & University of California, Berkeley, Berkeley, California; 2University of California, Berkeley, Berkeley, California; 3Stanford University, Stanford, California

Introduction Schools have responded to high levels of violence by implementing conflict resolution programs. However, such programs are rarely evaluated, or evaluated using participants’ opinions only (Johnson & Johnson, 1996). We present the evaluation of a conflict resolution curriculum using more objective measures. Method Seven 3rd-5th-grade classes (n=165) participated in a 16-week curriculum (The Community Board Program; Sadalla, Holmberg, & Halligan, 1990) in spring, 2002. Four received curriculum, three served as comparison groups; classes were not randomly assigned. An adaptation of the Hostile Attribution Questionnaire (Brown & Lemerisa, 1990) was used in a pre-test/post-test evaluation. Four scenarios were coded for content of response (aggressive/competent/inert) and effectiveness of solution (weak/average/creative). Coders were reliable (kappas >.6). Results Response Content: Compared to pre-test data, intervention students generated more competent responses at post-test (χ2(2) = 5.1 to 35.4; p<.05) while comparison students generated fewer (χ2(2) = 7.4 to 15.7; p<.05). Solution Effectiveness: Repeated-measures ANOVA suggested that, over the period of the curriculum, intervention classes increased in effective solutions reported, while comparison classes decreased (F(1,5)=8.52; p<.05). Discussion Results demonstrate strong support for the program’s effectiveness, with the limitation that classes were not randomly assigned to intervention and comparison groups.

Adjustment Theme

[431] Mutual Help, an Important Gateway to Wellbeing
B. Bishop1, L. Finn1
1Curtin University of Technology, Perth, Western Australia

This poster presentation outlines the results of a qualitative and quantitative investigation into the impact of GROW, an Australia-wide community mental health organisation, on psychological wellbeing and mental health. The research began with a cross-sectional survey of some 900 GROW members using a six-factor scale of psychological wellbeing [Autonomy, Environmental Mastery, Self Acceptance, Positive Relations with Others, Purpose in Life and Personal Growth]. The results pointed to length of membership/extent of involvement in GROW activities as being related to improved wellbeing, and a reduction in medication and hospitalisation. In a longitudinal study surveying the wellbeing of 24 new GROW members with six-month follow up, there were statistically significant improvements across five wellbeing factors. A primary characteristic of the majority of GROW members was a history of increasing isolation and deterioration of interpersonal skills. A major theme which emerged from the qualitative research is that GROW offers a ‘real’ in vivo training ground for learning essential social and life management skills. Cognitive-behavioral therapy is a staple ingredient of GROW’s education program. However alongside the acquisition of life management skills is the potential for identity transformation via a sense of feeling useful, valuable and belonging.

[432] The Subculture of Clubhouses: Looking at Diversity in Club Community
E. Onaga1, F. Pernice-Duca2
1Acting Director of the Institute for Children, Youth, and Families, East Lansing, Michigan; 2Michigan State University, East Lansing, Michigan

Creating intentional communities through the clubhouse program is believed to foster a “sense of community and belonging” for individuals often marginalized and stigmatized by society (Penn & Corrigan, 2002). Psychosocial clubhouses work to empower and reintegrate individuals into the community through employment and community participation. This study is part of a larger ongoing evaluation. A total of 260 clubhouse participants from 18 clubhouses in mid-western state participated in an interview at two separate time points. Participants ranged in age from 18 to 66, with a mean of 43 years. Fifty percent of the sample was comprised of females, and 17.4% of the participants were from diverse racial and/or ethnic backgrounds. Clubhouse participants reported a high affiliation with their clubhouse.
guidance. This study used qualitative interviewing to the position of defining their roles without much fairly open.

However, the responsibilities outlined in the Act are educational services, and ensuring that the school

Assistance Improvements Act of 1987 mandates that students, the McKinney basic resources. To respond to the needs of homeless education, due partly to their mobility and lack of

strategies. As features of effective intervention and prevention

members. It includes exploration of the role of participants. It includes exploration of the role of members of social and community networks, as well as features of effective intervention and prevention strategies.

[435]

Educating Homeless Children: Perceptions of School Homeless Liaisons
J. Thompson1, S. Davis1
1North Central College, Naperville, Illinois

Homeless students face several barriers to their education, due partly to their mobility and lack of basic resources. To respond to the needs of homeless students, the McKinney-Vento Homeless Education Assistance Improvements Act of 1987 mandates that each school district appoint a homeless liaison. The liaison has several responsibilities, such as identifying homeless children and connecting them with ongoing educational services, and ensuring that the school district is in compliance with provisions of the Act. However, the responsibilities outlined in the Act are fairly open-ended, and liaisons may find themselves in the position of defining their roles without much guidance. This study used qualitative interviewing to examine how liaisons (from a wealthy suburban county consisting of forty-three school districts) defined their roles and how they conceptualized issues related to educating homeless children. While data collection is currently in progress (7 out of 20 target interviews have been completed), several themes already have emerged. Liaisons tend to perceive their roles as more reactive than proactive and do not market themselves to potential consumers (e.g., parents and teachers). Liaisons also tend to define problems concerning homeless children’s education as individual level issues. Implications of these themes for increasing the educational opportunities of homeless children will be discussed.

[436]

Perceptions of Homeless Clients & Key Informants on Service Needs & Accessibility
N. Isra1, P. Toro
1Wayne State University, Detroit, MI

Few evaluations of community services have assessed the perceived needs of the client population from the perspective of both the provider and consumer. The current study sampled 128 service providers and 220 homeless adults (including those with children) to assess their perception of services that are most needed and most difficult to access. Using a list of needs developed in a prior study, service providers and homeless clients rated twelve services on perceived need and accessibility; ranks were compared using the Mann-Whitney U test. Across both families and individuals experiencing homelessness, obtaining affordable housing was a key priority; key informants generally agreed that this was a top priority. Clients (individual and in families) ranked the need for case management and life skills training significantly lower than did service providers (p < .01 across all four comparisons). There was general agreement across client and service provider groups that substance abuse treatment and mental health services were widely accessible and of relatively low need. One interpretation of these findings is that clients may be willing to accept traditional intervention services (e.g., case management) only to the extent that they explicitly facilitate the attainment of needs the client sees as most important.

[437]

Low-Income Women’s Access to Reproductive Healthcare: Provider’s Perceptions
M. Schlehofer-Sutton1, M. Perez2, B. Guzman2
1Claremont Graduate University; Claremont, California; 2CHOICES, La Puente, California

This study assessed reproductive healthcare provider’s perceptions of low-income women’s access to services. Thirty-three healthcare providers representing 10 family planning clinics in Los Angeles County participated in phone interviews. Participants included receptionists, physicians, and nurse practitioners. Participants were predominately female (94%), Latina (67%), an average of 29.91 years old, and had worked in health care for an average of 3.22 years. Results indicate practitioners felt the current system of care was, although not exemplary, adequate in meeting low-income women’s needs. Providers felt the federal and state governments provided a wide range of affordable reproductive health services.
However, low-income women that are near the poverty level, but do not qualify for federal or state programs, were perceived as most in need of services because they are unable to pay for services out-of-pocket. Additionally, providers stated more education about the benefits of reproductive health care is needed in low-income communities, since service under-utilization was partly due to lack of information. These findings highlight the need for further exploration of psychological and contextual factors that impact reproductive services use among low-income women, and the need for improving access to services among this population, especially those who do not qualify for federal assistance programs.

[438] Service Integration Within Family Literacy Programs
D. Keener
1University of South Carolina, Columbia, SC
This poster will present findings from a study of service integration within Even Start family literacy programs located in South Carolina. Specifically, the study will examine the collaborative process that is used within Even Start partnerships to develop service integration, and the relationships between service integration, organizational contextual factors and indicators of family engagement. Service integration is defined as the process by which a range of educational, health, and social services are delivered in a coordinated way to improve outcomes for individuals and families. The concept of service integration grew out of recognition that categorical and crisis-oriented social service systems fail to meet the complex needs of children and families. Research regarding service integration has yet to establish the processes that partnerships engage in to develop an integrated system of service delivery. In addition, little is known about whether service integration produces its intended effects. Quantitative and qualitative methods will be used to gather data from approximately 20 local Even Start partnerships. The poster will present (1) issues associated with measuring service integration, (2) initial findings from the research regarding the processes that Even Start programs engage in to develop service integration, and (3) a model of service integration for family literacy programs.

M. Spano1, P. Toro1, M. Goldstein1
1Wayne State University, Detroit, Michigan
Currently very little is known about the cost of homelessness to society. Even less is known about the change in cost over time. Representative samples of homeless adults were obtained in Detroit, Michigan at two points in time (1992-94, N=249; 2000-02, N=221). Identical sampling designs and measures were utilized in both samples. Measures included a timeline of housing, income and services and indices of stress, health, psychological well-being; and social characteristics. The two samples were compared on costs for the use of health, homeless, and social services and utilization of the criminal justice system. Results indicated that, after controlling for inflation, the cost of homelessness had increased over time in all categories of service utilization. In addition, background, family, and psychological characteristics were used to predict cost of services. These analyses indicated that costs for homeless services and the criminal justice system were greater for men and homeless individuals with conflicted family relationships. The cost of social services, including in-patient and out-patient psychiatric and substance abuse services, were predicted by stressful events and psychological distress. Other predictors of cost included mental illness, substance abuse, punitive parenting, and physical health symptoms. Implications for the delivery of services will be discussed.

[440] A Multidimensional Measure of African American Acculturation
A. Smith
1Michigan State University, Lansing, MI
Guided by the Acculturation theory, the proposed study sought to create a multidimensional measure of acculturation to be used within the African American community. The acculturation measurement design will comprise behavioral, affective, and cognitive processes into one measure with the hope of gaining a clearer picture of this phenomenon within this cultural group. Two hundred and sixty-six African Americans (n=266) from churches, universities, as well as community settings, were given a self-report survey to investigate culture within the African American community. Understanding acculturation within this cultural group is pertinent in the development of future culturally competent programming and interventions where diverse cultural groups are present. Confirmatory factor analysis as well as several tests of validity is currently being utilized to analyze the results and establish the psychometric properties of the measure.

S. French1, M. Tamburo1
1University of California, Riverside, Riverside, California
By 2010, Latinos will comprise the largest minority group in the U.S., thus making it important to examine the ethnic identity of the Latino population and the factors relating to their well-being, as has been done with African Americans. Previous research has shown that family is the most important social context for Latinos. Therefore, this study focuses on the dimensions of family context that positively influence the ethnic identity of Latinos. In order to examine the role of the family context on the ethnic identity of Latino adolescents, 49 late adolescent and parent dyads of Latino descent were surveyed regarding their perceptions of their family environment, parental racial socialization practices, parents’ language use, and the ethnic make-up of the parents’ friends. Five dimensions of ethnic identity were assessed: regard, centrality, affirmation/belonging, exploration, and other-group orientation. Preliminary regression analyses with the five dependent ethnic identity variables support the hypothesis of this study. As
predicted, racial socialization plays a positive and significant role in adolescent ethnic identity, as assessed by both parent and adolescent. Parental Spanish language use and family environment were also important predictors. These results lend support to strength of the family in Latino culture.

[442] Moderators of Acculturative Stress for Immigrant and Refugee Youth
S. Shiu, S. Mcmahon
1Yale University School of Medicine, The Consultation Center, New Haven, CT; 2DePaul University, Chicago, IL

In the last twenty years, immigrant children and children of immigrants have become the single fastest growing population among youth (Zhou, 1997). Although the U.S. is becoming an increasingly diverse nation, the psychological literature has lagged in documenting and investigating the psychosocial experience of this population. For example, much of the literature has focused on psychological outcomes associated with acculturative stress, yet there has been comparatively little research on the variables that may moderate this relationship. The proposed poster will present results from a study testing a portion of Berry's Framework of Acculturation and Adaptation (Berry, 1997). Eighty adolescents from immigrant and refugee backgrounds were surveyed about ethnic identity, intergroup attitudes, acculturative stress, and general psychological adjustment. Findings will describe the relation between acculturative stress and psychological outcomes (e.g. anxious/depressed symptoms, somatic complaints, and social problems). In addition, to begin developing a more nuanced understanding of the acculturative process, the moderating influences of perceived discrimination, intergroup attitudes, and ethnic identity will be examined. Contextual considerations and intervention implications will be highlighted.

[443] Sex and the Media: Perspectives on Depictions of Female Sexuality
M. Diello Stritto
1Ball State University, Muncie, IN

The purpose of this study was to explore women's and men's ideas about media depictions of female sexuality, and to examine the potential impact of these media images. Eight focus groups were conducted. Participants consisted of 23 women and 6 men aged 18 - 22. Participants were assigned one of two types of focus groups. In the Type A focus groups participants were asked to generate their own media portrayals of female sexuality (i.e. magazine cover or television advertisements). Participants in Type B focus groups were shown pre-selected media images. Participants were asked to discuss their perceptions of the messages portrayed by the media images. Next, participants discussed the accuracy of the images as a reflection of their own experiences of sexuality. Finally, they discussed the impact of the images on women and on their perception of others. The results showed that women and men rated the majority of media images as negative, however there was a wide variety of interpretations. Qualitative analysis revealed consistent themes suggesting both negative and positive areas of impact on women (i.e. self-esteem, sexual self efficacy). The findings will be discussed as they apply to the development of media education and interventions for women and men.

[444] Acculturation and Adaptation: The Immigrant Women's Experience in America
G. Frieden, K. Bess
1Vanderbilt University, Nashville, TN; 2Vanderbilt University, Nashville, Tennessee

Women and children constitute approximately two thirds of all legal immigrants entering the US. Assimilation to a new culture often results in disruption of one's assumptions, roles, routines and self image. Barriers in the environment may include incorrect assumptions about immigrant culture, anti-immigrant sentiment, language barriers and isolation. This presentation will present findings from qualitative interviews conducted with Chinese and Latino immigrant women that address a)How immigrant women adapt noting themes of resilience and self efficacy b)How social barriers impede or serve as catalyst to acculturation and types of barriers present c)Recommendations for community interventions that serve to address the challenges presented to this underserved population.

[445] Young Empowered Sisters (YES!): A School Based Empowerment Intervention
O. Thomas
1Michigan State University, Lansing, MI

Today, many African American adolescent youth are faced with countless challenges in their lives that include racism, inappropriate socialization practices and existing barriers from participating in the economic structures of society. Unfortunately, some do not overcome these life challenges as indicated by a broad array of social and economic statistical indicators that point to serious losses for African American youth in areas of education, unemployment, delinquency, substance abuse, adolescent pregnancy, and suicide. Several scholars have indicated that culturally relevant interventions that take a holistic approach, including the personal, cultural, and sociopolitical domains, are pertinent in nurturing and assisting African American youth to overcome many of life's challenges. Therefore, the present author created and evaluated a holistic school-based intervention called Young Empowered Sisters (YES!), which is designed for African American high school girls. The primary goals of the program are to strengthen ethnic identity, increase racism awareness, promote academic achievement and increase involvement in activism. Thirty students received the intervention and another group 30 students served as control group. Hierarchical Linear Modeling was used to assess intervention effects on participants. Data collection is still in process. Preliminary findings will be highlighted on the effects of the intervention on the participants.

[446] Making Schools LGBT Positive: Recommendations for Interventions
M. Schneider
1University of Toronto, Toronto, Ontario

Educators are responsible for ensuring that schools are safe for sexual minority (LGBT) students.
To do so, however, educators, themselves, must feel sufficiently confident to address LGBT issues. This research addresses teachers’ experience with anti-LGBT discrimination in their schools and its relationship to teachers’ perceived ability to intervene. Data were collected from four hundred heterosexual and LGBT teachers and administrators using a questionnaire. Contrary to common belief, most respondents were not concerned that addressing LGBT issues in their school would affect job security. Anticipation of parental responses and student harassment were identified as the most significant barriers to intervention although respondents also noted that administrators generally did not want to deal with these issues. Respondents indicated that they needed training regarding effective interventions, strategies and resources rather than information about the issues per se. They were more confident about intervening in an anti-LGBT incident than they were about introducing curriculum into the classroom. Among LGBT respondents, there was a strong positive correlation between how open they were and the level of support and protection they were afforded from administration and colleagues. Recommendations for effective interventions will be made, particularly regarding changes in organizational climate.

Public Policy/Social Action Theme

Predictors of Community Support for Smoke-Free Public Policies

M. STURZA, W. DAVIDSON 
Michigan State University, E. Lansing, MI

Smoking is responsible for a significant number of health-related illnesses and deaths, impacting smokers and nonsmokers. While states have made various efforts to reduce secondhand smoke exposure, California is the only state to have a complete smoking ban in all indoor workplaces, including bars and restaurants. Since tobacco companies fiercely resist attempts to implement smoking bans, community support is essential to passing anti-smoking legislation. Legislators and tobacco control advocacy groups need to understand not only levels of community support, but also what predicts support for smoke-free policies. The present study is interviewing 250 residents of a Midwestern county through a random-digit telephone survey. Preliminary analyses conducted through a path analysis in LISREL have found that the degree to which an individual is bothered by cigarette smoke, his/her political values, and the smoking behavior of his/her co-workers/peers or another significant group in his/her life (outside of family and friends), all significantly predict supportive attitudes toward public smoking bans. The degree to which an individual is bothered by cigarette smoke and his/her political values, combined with his/her personal smoking behavior also significantly predict his/her intended behaviors supporting public smoking bans. Further, the relationship between supportive attitudes and intended behaviors is strongly significant.
Differences in psychosocial competencies across contexts, although they generally viewed the 14-year-old teen as immature. The adolescent’s racial background did not significantly influence perceptions of culpability. However, results indicate that participants considered age as a mitigating factor in punishment decisions and were not willing to treat this teen as an adult, illustrated by their unwillingness to transfer the juvenile to the adult court system.

[452] An Ecological Approach to Municipal Public Health Planning
I. Butterworth
1Department of Human Services, Melbourne, Victoria

Local governments in Victoria, Australia, have a traditional geographical concern with people and place, which includes the local context of health, disease and social process. Through legislation, unique to Australia, Victorian local governments are mandated to prepare municipal public health plans to improve health status. Following extensive research and consultation, in September 2001 the Public Health Group of the Victorian Department of Human Services released ‘Environments for Health’, a new framework for municipal public health planning. Developed in partnership with stakeholders in local government and health promotion, ‘Environments for Health’ provides a planning framework that considers the impact on health and wellbeing of factors originating across any or all of the built, social, economic, and natural environments. It encourages strategic municipal public health planning of a high standard and consistency in scope and approach across the state, while valuing local diversity. It builds on the long-standing role and achievements of Victorian local governments in promoting and protecting the health and wellbeing of their citizens. Irrespective of whether the topic is health promotion, urban planning, service development or building community capacity, the Framework provides a practical guide to scanning for issues, researching, engaging the community, identifying action and setting priorities.

FRI 7:30PM-9:00PM
Society Banquet “A Taste of Las Vegas”

The Banquet will be held outside, at Plaza Park in Old Town. This is about a five minute walk from the campus.
Society for Community Research and Action 9th Biennial Conference

SATURDAY JUNE 7TH AM

SAT 7:30AM-8:45AM  
Central Park  

Breakfast Burritos

SAT 9:00AM-10:00AM Burris 129

[453]  
Collective Action and Faith-based Organizations: Contributions and Controversies  
T. ARMSTEAD1, B. CHRISTENS1, P. DOKECKI2, P. SPEER1, M. STAHL1  
1Vanderbilt University, Nashville, TN; 2Vanderbilt University, Nashville, Tennessee  
Overview  
Faith-based organizations have often comprised the core of social action movements. The process of community organizing is frequently accomplished through faith-based organizations as well. However, there are debates about the efficacy of inclusion of these faith-based groups in collective social action efforts. This roundtable is focused on the rich and tumultuous relationship between social action movements and faith-based organizations. The roles of the organizations, their leaders, and members have been ambiguous and insufficiently discussed. The purpose of this roundtable is to explore and discuss the following topics: How faith-based organizations address separation of church and state, the leadership dynamics, the process of engaging the memberships, and the ethics of tolerance around group inclusion. Our goal is to provide a framework for discussion that will be valuable to collaborations between these groups and collective action in the future. We look forward to an innovative discussion that challenges our perspective and the status quo.

SAT 9:00AM-10:00AM Kennedy

[454]  
University-Community Collaborations in Evaluation of Programs for Youth and Families  
N. REPPUCI1  
1University of Virginia, Charlottesville, Virginia  
Discussants: J. GALANO, College of William and Mary  
Community agencies often see the value of program evaluation to determine program effectiveness, but may lack the resources and expertise to develop comprehensive evaluations. University-community collaborations can be mutually beneficial in strengthening research and program intervention efforts. These collaborations may be initiated by the researchers in response to a need in the community, through mutual development of an intervention, or through a request from the community agency. This symposium will examine evaluations of three different programs: a family life skills intervention; a restorative justice intervention for victims and offenders, and a victim empathy class for delinquent youth.

[455]  
Evaluation of a Restorative Justice Program for Victims and Adolescent Offenders  
J. ANTONISHAK1, D. SAUNIER2, C. FRIED MULFORD1, N. REPPUCI1  
1University of Virginia, Charlottesville, Virginia; 2Central Virginia Restorative Justice, Charlottesville, Virginia  
Restorative justice principles are based on the belief that a crime is committed against a person and a community, rather than an offense against the state. Restorative justice accountability conferencing allows victims, offenders, their families, and community members who have been affected by the crime to participate in a collaborative problem solving process. This process is designed to empower participants by giving them a voice in the justice system and decide together how needs that were created by the offense can be addressed and the harm can be repaired. Although these programs are becoming more widespread, there is little evaluation data available to determine the efficacy of program goals. Most restorative justice evaluations focus on general satisfaction with the conference and there is a paucity of longitudinal or comparison group designs to determine effectiveness. The author will discuss the collaboration between the restorative justice programmers and university researchers to develop an evaluation of a restorative justice program for young offenders. The evaluation focuses on measuring not only individual satisfaction with the conferencing process, but also examines pre- and post-conference changes in perceptions of procedural justice (e.g., fairness, having a voice in the justice process), social support, sense of community, and empathy for participants in the conference, compared to victims and offenders who go through the traditional court process.

[456]  
Process and Outcome Evaluation of a Family Life Skills Program  
L. TRIVETS1  
1University of Virginia, Charlottesville, Virginia  
The current study evaluates the local implementation of a science-based prevention program, the Strengthening Families Program (SFP) (Kumpfer and colleagues). Based on local assessment of community resources and risk factors, a multi-agency Prevention Coalition selected to implement SFP to address a gap in services for families with children age 6 to 12. SFP provides an intensive 14-week curriculum for 8 to 12 families, aimed at enhancing children's life skills, parenting skills, and family skills. The evaluation involves a quantitative and qualitative process evaluation to examine barriers to service, fidelity to the original program, participants' and service providers' perceptions of program implementation, and the relationship of process elements (e.g., service provider support outside the curriculum) to participant outcomes. The comprehensive outcome evaluation consists of a pre-
test, post-test design in which a comprehensive set of outcome measures (e.g., life skills development; family cohesion, communication, and organization; children's social skills; parental drug use, stress, and depression; youth problem behaviors; and youth attitudes about substance use) is administered to both parents and children age 9 and older enrolled in SFP. Families also complete outcome measures at 6 and 12-month booster sessions. Preliminary program implementation and outcome data from the first three cohorts will be presented.

[457] Evaluation of a Victim Empathy Training Program for Juvenile Offenders

M. Porter1, C. Fried Mulford1, S. Sydor1, N. Reppucci1
1University of Virginia, Charlottesville, Virginia

A program for Victim Empathy Training (VET) was developed to increase offender competencies in the areas of empathy and participation in prosocial behaviors, as well as to decrease moral disengagement, recidivism, and participation in problem behaviors. Research indicates that increased empathy is associated with more prosocial behavior and less aggression and delinquent behavior, and that moral disengagement leads offenders to feel justified in their actions; however, VET models of restorative justice remain untested. The aim of this study is to evaluate the VET program and examine the role that empathy development and moral disengagement play in the offending patterns and behaviors of juvenile offenders. A randomized design is being used to assign first-time offenders from two jurisdictions into a VET program or a no treatment, control group. Participants will be interviewed five times over a period of a year and a half. The interview will include measures of empathy, moral disengagement, prosocial and problem behaviors, social desirability, and psychosocial maturity. Recidivism rates, including rates of re-arrest and conviction, will be collected from court files. Preliminary data will be presented.

SAT 9:00AM-10:00AM Library Addition G35

[458] Valuing, Measuring, Interpreting Differences: Implications for Community Research

P. Dowrick1
1University of Hawaii, Honolulu, Hawaii

Community psychologists share lessons learned from research with diverse populations—people with disabilities and diverse ethnicities. The field experiences involve survey research, intervention research and development of measurement tools. Researchers describe the challenges posed when designing studies with diverse people. They share strategies for addressing these challenges and raise questions about use of typical research methods when inclusion of diverse people is desired. Participatory approaches of engagement with participants in community students will be shared. The lessons about diversity will have practice implications for how research is designed, measures chosen, and how people are recruited.

[459] Engaging People with Psychiatric Disabilities in the Community Research Process

E. Osada1, F. Turcotte1
1Michigan State University, East Lansing, Michigan
People with psychiatric disabilities have been the subject of many research endeavors. The longitudinal study of people with psychiatric disabilities in Michigan Clubhouses, a psychosocial community based program, utilized a variety of methods to engage and to demonstrate valuing consumer participation in the research process. The use of concept mapping as a specific tool for engagement and collection of data will be described. The utility of this method to record the voices of people whose perceptions are critical to the research will be shared. The use of an advisory panel and preparatory fieldwork will be described. The results of this 4-year study will be shared along with the perceptions of the participants regarding their involvement in the study. The information has implications for community psychologists who are interested in designing community action research with people who have psychiatric disabilities.

[460] Accommodating Participants for a Kansas Physical Disability Study

D. Nary1
1University of Kansas, Lawrence, Kansas

This study was conducted to test a home activity program devised for persons with a variety of severe mobility impairments who have few resources and little access to the community. The target audience, study design, and other methods were chosen to both engage and accommodate a population that is rarely included in physical activity studies, even though current research emphasizes the importance of physical activity for this population. This project, as well as other applications of Participatory Action Research in conducting research with people with disabilities will be discussed.

[461] Medium and Method: Opportunities for Inclusion in Research and Action

K. Krogh1
1Ryerson University, Toronto, Ontario

This presentation will describe how research team members have worked to attain the principles of an "emancipatory research methodology" as articulated by Barnes and Priestley by using multimedia such as web communication, photo collage and video to facilitate the involvement of persons with disabilities in data collection, analysis and dissemination. This study includes youth and adults with disabilities in sharing and developing what they know about personal support (home care/ home support), the process of receiving assistance and the impact of related policy. The research is framed within a collaborative partnership with individuals and a national network of organizations run by and for persons with disabilities.
This presentation will include a description of a methodological pilot for a video action research project exploring the concept of social citizenship in relation to health and well-being of youth with disabilities. Social citizenship holds that the degree to which social and political institutions mediate inequitable social relations has an impact on the health and well-being of individuals. Using home and community support as one institutional arena, we explored the experiences of seven youth with multiple disabilities between the ages of 14 and 25 years through an eight week media arts workshop carried out in a large Canadian urban centre. This presentation will describe the workshop structure, the use of media-arts based research methods and ethical issues that arose. It explores how the methods generated several different forms of data (ethnographic, interview, visual, narrative), raising a number of health related themes. We will outline how media-arts based methods provide an opportunity for eliciting the perspectives of young people on their communities and the institutions that support them. Similarly we reflect on some of the challenges associated with media-arts based methods such as issues of control and authority in the development of visual narratives, language issues, accessibility issues related to disability and the processes used to interpret shape and share narratives.

SAT 9:00AM-10:00AM Library 135

[463] Systems of Care and Community Psychology
J. Cook1, R. Kilmer1, B. Mahan1
1University of North Carolina at Charlotte, Charlotte, North Carolina

In 1982, Stroul and Friedman (1986b) define a System of Care (SOC) as: “a comprehensive spectrum of mental health and other necessary services which are organized into a coordinated network to meet the multiple and changing needs of children and adolescents with severe emotional disturbances and their families” (p. 3). Approximately 40,000 children and families have participated in SOCs in the 67 sites that have received federal funding over the last eight years (Holden & Brannan, 2002). In addition, in other states the SOC approach has been adopted as a standard for practice. Core values and practices of the SOCs will be described in relationship to community psychology values. Specific opportunities for community psychologists will be described, that have potential for affecting the range and quality of services provided for families. The need for research and practice, using multiple levels of analysis, will be described, along with the implications for improving emerging SOCs.

R. Kilmer1
1University of North Carolina at Charlotte, Charlotte, North Carolina

As an example of an applied research project conducted within the context of the Systems of Care (SOCs), this presentation will describe the conceptualization and early findings of the Sibling Resilience Research Project (SRRP), a planned longitudinal effort examining risk and resilience (i.e., effective adaptation in the face of major life stress) among the siblings of children with severe emotional disturbances (SED), were not being met (e.g., Knitzer, 1982). Stroul and Friedman (1986b) define a System of Care (SOC) as: “a comprehensive spectrum of mental health and other necessary services which are organized into a coordinated network to meet the multiple and changing needs of children and adolescents with severe emotional disturbances and their families” (p. 3). Approximately 40,000 children and families have participated in SOCs in the 67 sites that have received federal funding over the last eight years (Holden & Brannan, 2002). In addition, in other states the SOC approach has been adopted as a standard for practice. Core values and practices of the SOCs will be described in relationship to community psychology values. Specific opportunities for community psychologists will be described, that have potential for affecting the range and quality of services provided for families. The need for research and practice, using multiple levels of analysis, will be described, along with the implications for improving emerging SOCs.
experiences of school places. Results indicate that cognitive construals and phenomenological understandings. Given potentially difficult for them to describe their place when asked. Additionally, children's cognitive Dilemmas in the literature are that place is related to positive place feelings and experiences. Autonomy, independence, and social support are school interactions. The literature indicates that understanding if one is interested in facilitating positive place experience. Implications are that MDS can be used as another way to listen to voices when the phenomenon of interest is not always at the forefront of consciousness, and when voices have been limited in their power and strength due to systematic silencing through structural designs.

Society for Community Research and Action 9th Biennial Conference

SAT 9:00AM-10:00AM Science LH1

[467] Listening to Voices in Silencing Contexts
R. Langhout1
1Wesleyan University, Middletown, Connecticut

This symposium interrogates issues related to voice for marginalized communities. More broadly, how are voices amplified in silencing contexts (i.e., a juvenile detention center and schools)? Also, how can voices be heard in silencing contexts? The first paper underscores how children in a juvenile detention center are silenced and how they use cultural material to communicate with one another and to resist dominant narratives. The second paper analyzes how working class elementary school children's voices are controlled through a behavior modification system. The third paper deals with a complimentary way (via multi-dimensional scaling) to listen to Black children's silenced voices besides directly asking about or observing behavior. Taken together, these three papers show similarities in the phenomenon of silencing and differences in its enactment across contexts.

[468] Methods for Listening: Using MDS to Understand Children's School Experiences
R. Langhout1
1Wesleyan University, Middletown, Connecticut

Elementary school children's experiences and feeling associated with school places are important to understand if one is interested in facilitating positive school interactions. The literature indicates that autonomy, independence, and social support are related to positive place feelings and experiences. Dilemmas in the literature are that place is phenomenological, and that participants cannot always verbalize their experiential understandings of place when asked. Additionally, children's cognitive capabilities are not fully developed, making it potentially difficult for them to describe their place understandings. Given these limitations, MDS was used as a tool to better comprehend children's cognitive construals and phenomenological experiences of school places. Results indicate that children organize places based on academics, autonomy, feelings, and crowding or privacy. Social support, however, was not an organizing theme. These findings provide some support for the literature on positive place experience. Implications are that MDS can be used as another way to listen to voices when the phenomenon of interest is not always at the forefront of consciousness, and when voices have been limited in their power and strength due to systematic silencing through structural designs.

[469] Holler! Voices Resisting Enforced Silence in the Context of Juvenile Detention
K. Hellenga
1University of Illinois at Urbana-Champaign, Champaign, IL

Voice and power are salient issues in any setting, particularly when institutional and cultural structures enforce inequalities among setting participants. Inequalities between detainees and officers arise as an inherent part of the juvenile detention experience. The current study uses ethnographic methods to explore issues of voice, power and identity in the context of a county juvenile detention center. Participant observation and interviews with detainees and officers suggest that in a context where speech, behavior and social interaction are severely restricted, young people create alternative means of communicating and taking power. Because African American youth are overrepresented in juvenile detention, youth and adult roles are partially conflated with cultural differences, and references to hiphop or youth culture appear to constitute a "language of resistance" among detainees. Details of these patterned interactions will be combined with a discussion of implications for individual- and setting-level narratives about delinquency, detention, race and racism.

[470] Disciplining Discourse: How Classroom Discipline is Mediated by Gender and Race
C. Mitchell
1Wesleyan University, Middletown, CT

This paper discusses behavior dynamics and discipline in a second grade classroom that includes a white female teacher and 21 working class students. The study examines the ways in which children's voices are silenced and behavior is controlled and restricted via prescribed rules and norms through interrogating the co-constructed reality that the teacher and students create. The researcher was a participant-observer for 4-5 months for 7 hours/week. Areas of interest include behavior modification and discipline. Behavior modification was examined through a behavior chart that tracks misbehavior and a gold star goal system. This study investigates how this behavior modification is mediated by the gender and race of the student. Additionally, there is a child and class progression of behavior and discipline. The child progression indicates that once a child get into trouble once, her voice is further silenced as she is more likely to get into trouble subsequent times after that, even for similar behaviors for which others are not punished. The class progression shows that the punishment for each individual child becomes more severe as more and more individual students get into trouble. This behavior modification and silencing is mediated by gender and race.
Results of a community survey, which collected data from eight professional groups in upstate NY: attorneys; clergy; legislators; judges; primary care physicians; marriage and family therapists; police; and school counselors about issues related to partner violence. The survey resulted in a 72.9% return rate (1156 responses) and identified significant differences within and across these professional groups, regarding (1) perception of the seriousness of partner violence in the county, (2) definition of partner violence, (3) practice patterns related to partner violence, and (4) opinions as to the effectiveness of six community-based services available to individuals and couples in violent relationships. Results indicate that all professional groups endorsed partner violence as a serious problem, but the groups were divergent in their definitions of partner violence. Although research findings concur that there is a high rate (50% or greater) of violence between intimates sampled in mental health clinics (Holtzworth-Munroe, 1992; O’Leary, et. al., 1992), professional groups report low numbers of violent cases in their practices (10%–20%). While attorneys and marriage and family therapists screen at high rates (68% and 70%), other professional groups screened at less than 10%–22%. About one-third of the professionals did not know about available resources and had no preferred referral sources. Police report little faith in the studied community’s services that assist violent couples. Results of this study may be useful to professionals developing a coordinated community response to partner violence. The process of obtaining a high response rate and the findings of the survey will be presented. Copies of the actual surveys will be available to participants, as well as a copy of the article currently submitted for publication.

Overview
Since its inception, the emphasis on training in community psychology has been at the Ph.D. level. However, a small yet significant number of Master’s level training programs have been developed. These Master’s level programs differ distinctively from their Ph.D. counterparts in many ways. Students who graduate from these training programs are more likely to be found working in community-based organizations than at Universities or other research intensive organizations. Master’s level programs recruit from lower, perhaps more diverse populations. Students often enter without previous knowledge of community psychology, yet have a lot of practical experiences that would be familiar to many community psychologists. As community psychology enters its 5th decade, what are the lessons that can be gleaned from Master’s level programs? The roundtable organizers represent five Master’s training programs, each with a focus that has been uniquely localized. They will lead a discussion focused on: describing Master’s level training; challenges and opportunities related to adapting programs to the local context; ways in which programs connect with the local community; student recruitment and training experiences; job market for Master’s level practitioners; how Master’s level training differs from Ph.D.; and ways in which Master’s programs are uniquely situated to promote and enhance the values of community psychology and the profession.

Overview
Community Based Research (CBR) is research conducted collaboratively with the groups who will ultimately benefit from the development of this knowledge and practice. A critical dimension of CBR is the involvement of community members in the research process. It requires that community members be active participants in the identification and definition of research questions, in the development of methodology, in collecting and organizing data, in data analysis, and in dissemination of findings. Another central tenet is the value placed on local knowledge that can benefit specific communities, with the need to generalize findings as a secondary concern. CBR can only be successful when effective collaborations are created among members of a team which may include grass roots workers, professional service providers, university faculty, research scientists, and students at different levels. In this round table we will present the work of the UM-Detroit Initiative at the University of Michigan which creates community based collaborations to address needs...
expressed by community partners in a low income, multiethnic, neighborhood in Detroit. The roundtable will involve participants in projects related to the digital divide, community empowerment, and youth development and education who will present a different point of view on CBR. We will then engage participants in an open discussion of the issues that are raised.

SAT 9:00AM-10:00AM Sininger 204

[475] Mapping the Many Lineages in the Field of Community Psychology

P. Toro1, C. Tompsett4, M. Levine2, J. Primavera3
1Wayne State University, Detroit, Michigan; 2University at Buffalo, Buffalo, New York; 3Fairfield University, Fairfield, Connecticut
Overview
Community psychology is a relatively young field and most of its “founders” are still living. Around the time of the Biennial in New Mexico, a set of videotaped interviews with 18 of these founders (4 now deceased), produced by Jim Kelly, will be released. The proposed program will use a video/DVD summarizing these 18 interviews as a “springboard” to a roundtable session exploring the various “lineages” in the field of community psychology. Prior to the roundtable, conference attendees will have the opportunity to view the video/DVD and it will also be available for showing at the session. The session will consider the personal, professional, and intellectual influences on these founders as well as the influences that the various founders have had on subsequent community psychologists in the US and abroad. The session facilitators will present one or more complex “lineage maps” including as many “founders” and “intellectual strands” in our field as possible. The audience will be encouraged to discuss and revise these “maps” and place themselves in them. In addition to allowing us to reflect on our past, it is also hoped that the session will help us consider the future of our field.

SAT 9:00AM-10:00AM Sininger 205

[476] Uses and Limits of Sharing Data in Partnerships

D. Lounsbury1, B. Rapkin1, L. Marin1
1Memorial Sloan-Kettering Cancer Center, New York, NY
Overview
We at the Behavioral Sciences Service at MSKCC have established partnerships at national, state and local levels, where our roles have been defined as researchers, educators, programmers, and evaluators. The data we collect and what we share is driven by the type and purpose of the partnerships we form. At this roundtable we will base our discussion on three projects that exemplify these various levels of partnerships. These examples will highlight how our focus changes with regard to collecting and sharing data depending on our roles and level of partnership. From the Feasibility Study, we will discuss how data will be used to assess the ability of HIV/AIDS care settings to adopt family-oriented service research. The ACCESS Project will be presented as an example of how data are used to inform programming for breast cancer education and early detection in community-based organizations. Lastly, the SNPs Evaluation will demonstrate the use of data to evaluate the efficacy of comprehensive health care plans for people living with HIV/AIDS. The special ethical and practice concerns that arise for sharing data for these purposes will also be discussed.

Society for Community Research and Action 9th Biennial Conference

SAT 10:15AM-11:30AM Kennedy

[477] Nurturing Strengths: Socialization, Resilience, and Empowerment Among Youth of Color

S. Harrell1
1Pepperdine University, Culver City, California

Children and youth of color are at disproportionate risk for negative behavioral, functional, and health outcomes. The goal of this symposium is to identify and explore pathways to healthy development and adaptive functioning. The four presentations reflect both empirical research and community-based interventions. The symposium will begin with an examination of data from a study of risk and protective factors for antisocial behavior. The “strengths” to be explored include: racial socialization strategies utilized by African American fathers, sense of community and social support correlates of resilience, and two community programs that promote youth development and empowerment.

[478] Risk and Protective Factors Associated with Antisocial Behavior in Children

M. Ellis1, J. Lochman2
1Pepperdine University, Culver City, California; 2University of Alabama, Tuscaloosa, Alabama

Antisocial behavior in children is an ever-present concern in today’s society. Research indicates that aggression and antisocial behavior are two of the most common impeding childhood conditions that require mental health care attention. Although researchers have hypothesized about the causes and course of antisocial behavior, a great deal of uncertainty still remains about the phenomenon. The present study identifies and describes risk factors associated with aggression and conduct problems in school-aged children. A county-wide sample (N 83) of third and fourth grade boys (aged 9-11) was used to highlight individual, familial, and academic risk factors associated with antisocial behavior. Multiple regression and cluster analysis were used to analyze the data. Results indicate that risk factors associated with aggressive behavior and conduct problems include receiving prior mental health and psychopharmalogical treatment; prior DSM-IV diagnoses; social information processing deficits; neuropyschological deficits; academic difficulties; and parental education level. Analyses indicate that familial factors were potentially protective, reducing antisocial behavior and contributing to socialization skills. Implications for intervention and prevention strategies will be discussed.
Society for Community Research and Action 9th Biennial Conference

[479] Youth Development and Empowerment: Evaluation of Two Programs
C. Grills1, S. Rivera2
1The Imoyase Group and Loyola Marymount University, Los Angeles, California; 2The Imoyase Group, Los Angeles, California

Using data from multi-year evaluations with two different organizations, this presentation will compare and contrast two approaches to youth development. In a statewide community health project, qualitative and quantitative data (from outcome surveys, network analysis, focus groups, direct observations, and structured interviews) showed strong evidence that youth became transformed as a result of their involvement with their wellness villages. Youth demonstrated: increased interest and involvement in community-wide activities; improved youth/adult collaborations; improved youth relationships; increased leadership skills; increased understanding of social and mental health; and positive life choices. In a second program youth were trained to become youth leaders and activists who promoted social justice across a variety of issues from school reform, land use, tobacco prevention, and education on how South Central Los Angeles youth are being tracked into prisons or low wage jobs. Similar outcomes were obtained. However, there were important qualitative differences between youth in these two projects. The difference between the two groups in part had to do with the heavier emphasis on developing skills in community organizing, and a deeper involvement in and understanding of social justice issues. Implications for youth leadership development and evaluations of community-based efforts will be discussed.

[480] Resilient Children of Color: Sense of Community and Social Support
A. O'Keefe1
1Prototypes Women’s Center, Pomona, California

This research assessed how psychological sense of community and social support from school and neighborhood may promote resilience among urban children of color who are exposed to community stressors. One hundred and ten, African American and Latino students from the fifth grades of two urban elementary schools participated in the study. Students completed measures assessing 1) resilience in the domains of academic, behavioral, social, and self-esteem competence, 2) psychological sense of community based in school and in neighborhood, and 3) social support from peers, teachers, and neighborhood adults. Results indicated that peer social support and school-based psychological sense of community predictors were consistent predictors of resilience. Greater peer social support was linked to academic resilience and social resilience. School psychological sense of community was linked to social resilience and self-esteem resilience. The discussion highlights the finding that peers, rather than adults, and school, rather than neighborhood comprise the social context that the urban children of color from this sample were most conscious of. Moreover, it advocates for focusing on the role of peer support and the community function of the school setting as primary points for resilience-focused interventions for children.

[481] Nurturing Resilience: African American Fathers and Racial Socialization
G. Raymond-Emery1, S. Harrell2
1Santa Monica College, Santa Monica; 2Pepperdine University, Culver City, California

The endangered status of African-American men and boys is well documented in social science literature. The cumulative and interactive impact of race, class and gender has always, and continues to place African-American males at increased risk for a variety of negative physical and psychological health outcomes. However, far less is known about the resiliency-enhancing parenting strategies that facilitate the health and well being of this vulnerable population or the gender-specific ways that fathers contribute to these efforts. Consequently, this presentation will provide insight into the race-related parenting experiences of African-American fathers by examining the relationship between the racism experiences, attitudes and coping strategies of 150 African-American fathers and the socialization messages that they communicate to their sons. The data illuminates the potential impact of the father’s ecological context on the racial socialization process. In addition, paternal parenting goals will be explored and traditional definitions of fatherhood expanded. Implications for youth prevention, parent education and future research will also be discussed.

SAT 10:15AM-11:30AM Library Addition G35

[482] Meeting the Las Vegas Community: A Series of Community Dialogues
W. Berkowitz1
1University of Massachusetts Lowell, Arlington, Massachusetts

Overview. This proposal is for a series of dialogues between SCRA conference attendees and community members in Las Vegas. Through these dialogues, we expect conference attendees will learn more about issues, concerns, and action strategies in the Las Vegas community. And we expect community members will learn more about community psychology approaches, and how these might be applied in local work. Rationale. Past Biennials, we believe, have not taken full advantage of local community resources - most specifically, their people. Few opportunities have existed for community psychologists to learn how community members think, feel, and act in their own settings. Nor have local community members had sufficient opportunities to hear from the community professionals in their midst. Yet community participation is at our disciplinary core; we can advance it here. Procedures. 1. To promote desired dialogue, invitation letters will be sent to community groups in Las Vegas, asking them about interest in meeting with community psychologists at the Biennial. 2. Parallel letters will be sent in advance to registered conference attendees, asking them about interest in meeting with local community members. 3. Those interested will
be matched with each other prior to the conference, with prior notification, including dialogue guidelines.  
4. At the conference, multiple dialogues will then occur in the community itself. Community members will share issues and concerns that affect them, in keeping with the principles that social science should involve research, that community psychologists will be invited to comment. However, in this case they would comment as invited visitors and not as helpers or professionals, without the assumption that they would solve anyone’s problems, nor with the expectation that solutions would be offered. These dialogues are instead seen as a mutual learning opportunity.

5. A follow-up conference session will review dialogue experiences, note lessons learned, and explore possible future modifications. Benefits. Through these dialogues, conference attendees should learn about community issues beyond typical experiences at usual conference presentations - especially so, given local cultural differences. Community hosts may in addition learn something of practical value to them. This session would also embed the conference in the community, and exemplify the conference theme of Incorporating Diversity.

SAT 10:15AM-11:30AM Library 135

[483]
The Trailblazing Women of Community Psychology
B. Guzman1, C. Ayala-Alcantar2
1CHOICES, La Puente, California; 2California State University, Northridge, Northridge, California
Overview
Community psychology was founded on the basic principles that social science should involve research as well as social action and justice. In this sense, all community psychologists are trailblazers. The focus of this town hall meeting will be to honor the women in community psychology who have been trailblazers. There will be a pictorial timeline display that will include stories of women who have been doing work in community psychology. The timeline will begin in the 1950’s and end in highlighting future trailblazers. This timeline will represent the gamut of women who may be in academic positions to direct service delivery and social policy appointments. We anticipate that the audience may also share stories of women who are included in the timeline as well as women who may not have been highlighted in the timeline. The main goal of this meeting is to create a celebratory atmosphere in which the society can applaud the accomplishments of these women. In addition, it is an opportunity for us all to realize that there have been many, many women that have influenced not only the field of community psychology but also social justice.

SAT 10:15AM-11:30AM Science LH1

[484]
Partnerships Between Universities and Low-Income Communities: Lessons Learned
J. Cook1, S. Fogel2, L. Gutierrez3, B. Rapkin4, L. Jansky4, L. Marin3
1University of North Carolina at Charlotte, Charlotte, North Carolina; 2University of South Florida, Tampa, Florida; 3University of Michigan, Ann Arbor, Michigan; 4Memorial Sloan Kettering Cancer Center, New York, New York

There are a number of benefits - for students, faculty, universities, and communities - of partnerships between universities and low-income communities. Yet many issues can interfere with successful partnerships. These include cultural differences, mission and value conflicts, university conservatism, difficulties accessing the university, and reward structures at universities. A number of lessons that have been learned through several multiyear partnerships between universities and low-income neighborhoods will be described. The functions that universities can play to make a difference in neighborhoods will be outlined.

[485]
Collective Social Action: Using Partnerships to Create Change
J. Cook1, S. Fogel2
1University of North Carolina at Charlotte, Charlotte, North Carolina; 2University of South Florida, Tampa, Florida

Collaborations among institutions of higher education and organizations in the local communities can help address many long-term community problems. One result has been the increased involvement of students and faculty in local neighborhoods to promote social and community change. Students, faculty, neighborhoods and the university all can benefit from sharing resources and information to address neighborhood needs, educate students, and generate knowledge. However, implementing this approach is hardly easy. While much of the literature addresses strategies for success, missing is a candid discussion of the challenges of university-community partnerships. Based on a three-year federally funded collaboration with four low-income communities, this presentation will provide a developmental perspective on creating partnerships including steps that can be taken at different stages of engagement, ranging from entry and role definition through an ongoing process of renegotiation of roles and relationships. Also, structural impediments that arise in both the neighborhood and in the university will be discussed. Lessons learned and the top 10 elements needed for a successful university-community partnership will be offered.

[486]
Building Partnerships with CBOs for Cancer Education and Outreach
E. Jansky1, L. Marin3, B. Rapkin1
1Memorial Sloan-Kettering Cancer Center, New York, NY

Partnerships between community-based organizations (CBOs) and academic institutions are a promising way to promote wellness and reduce disparities in health outcomes of medically underserved communities. Over the past four years, with National Cancer Institute (NCI) support, we have
Society for Community Research and Action 9th Biennial Conference

developed the ACCESS Cancer Education and Outreach Project to promote early detection of breast cancer through partnerships with CBOs. As a training program, ACCESS has focused on identifying community partners, documenting specific needs of organizations’ clients and constituents, raising knowledge of breast cancer and the benefits of early detection, and providing technical assistance to help organizations respond to the problem of cancer. In this talk, we will discuss the lessons learned over the first two years of this project that enabled us to develop and refine a protocol to guide ACCESS staff for building partnerships with CBOs. The ‘partnership protocol’ we will present describes every stage of the outreach, program planning, and implementation process, identifying the strategies that respond to the particular barriers, concerns, and strengths of diverse communities.

[487] Creating Project Based Partnerships in Detroit
L. GUTIERREZ1, K. DENVER1
1University of Michigan, Ann Arbor, MI

Over the past decade universities and local communities have been encouraged to join forces to address the challenges faced by low-income urban communities. These partnerships have the potential to impact community conditions, to improve student learning, and enhance our scholarship. If these activities are to benefit students, faculty, and communities in positive ways they must be designed with all three goals in mind. Problems can arise when partnerships are not genuine and do not involve effective collaborative methods. Faculty in psychology department and social work at the University of Michigan have joined with neighborhood organizations in Detroit to bring the resources of the university to local neighborhoods, to educate students to work effectively in low income neighborhoods, and to improve our scholarship on urban issues. Since its inception, this partnership has worked toward these goals through collaborative projects in communities based on themes such as the digital divide, civic engagement and child mental health. Projects have engaged faculty, graduate and undergraduate students, and community members in program development, grant writing, project implementation and evaluation. This presentation will describe this work and discuss the methods used to balance the often-competing interests of students, faculty, and community members.

SAT 10:15AM-11:30AM Science LH3

[488] Women’s Use of Aggression in Intimate Relationships
S. COOK1
1Georgia State University, Atlanta, Georgia

This symposium explores women’s use of aggression in intimate relationships, a hot topic at the center of research and policy debates, not to mention APA division listservs. Three papers detail findings from two separate studies. The first paper explores gender differences in physical aggression in a sample of adolescent boys and girls. The second and third papers explore women’s strategic responses to intimate partner violence (including resistance, placating, use of formal and informal support, and safety planning) and the relation among responses, victimization, and injury. In addition to answering empirical questions about women’s aggression, these papers outline several conceptual, analytic, and methodological challenges to studying whether women and men’s aggression is equivalent in nature, scope, and consequences. The discussant will synthesize the data presented and provide commentary on needed research and public policy directions. The symposia will allow adequate time for discussion between symposia participants and audience members.

[489] Gender Differences in Adolescent Dating Violence
P. NIOLON1
1Georgia State University, Atlanta, Georgia

Adolescent dating aggression is a significant problem; some studies reported that close to half of adolescent samples reported perpetrating or experiencing physical aggression in relationships. Most studies find that girls perpetrate as much as if not more dating aggression than boys do; however, examinations of severity and of reasons for perpetration indicate that boys and girls do not use aggression in identical ways. Therefore, a gender-neutral approach to prevention may not be appropriate. This study examines the rates of girls’ and boys’ perpetration and victimization of physical aggression in their most recent relationships in a predominantly African-American sample (N=152) and explores gender differences in severity level and in reasons for perpetration. Preliminary findings indicate that boys and girls report similar rates of perpetration, while boys report more overall victimization than girls. However, significant gender differences in the use of severe aggression and in adolescents’ reasons for their perpetration indicate that prevention initiatives need to approach girls’ and boys’ aggression in relationships separately.

[490] Use and Helpfulness of Strategic Responses to Intimate Partner Violence
T. DICKLE1, S. COOK1
1Georgia State University, Atlanta, Georgia

The National Criminal Victimization Survey (Bureau of Justice Statistics, 1994) indicated that 80% of female victims of intimate partner violence took some form of self-protective action (e.g., physical action and/or passive or verbal response). Hutchison and Hirschel (1998) reported that women use a number of strategies (e.g. placating, struggling) private (e.g., talk with family members) and/or public resources (e.g., call police) to help them cope with partner violence. The current study examines reports of six categories of strategic responses (e.g. placating, legal, informal, formal, resistance, and safety planning) in a sample of 402 randomly selected incarcerated women, the majority of whom reported histories of intimate partner violence. The goal of the study is to compare which strategies women reported most frequently to those women perceived as most helpful to stop violence. A second goal is to understand whether abuse characteristics and demographic factors are related to categories of
strategic responses. Initial analysis indicates that far from being passive, women in violent relationships make many attempts to quell their partner’s violent behavior.

[491]
Relation Between Women’s Agression in Relationships and Injury
K. Maltese, S. Cook
Georgia State University, Atlanta, Georgia

Little is known about the nature and scope of women’s aggression in intimate relationships. Of particular interest is whether men and women’s use of aggression in intimate relationships differs in level of severity or consequences, such as injury. Research on physical assault indicates that women who attempt to verbally or physically protect themselves are more likely to incur injury when the aggressor is an intimate partner (Bachman, 1994). However, the opposite is true in sexual assault (Ullman & Knight, 1991). This study explores the nature and scope of women’s use of aggression in intimate relationships in a sample of 402 incarcerated women. Specifically, we examine the relation among women’s aggression, their experiences of sexual and physical assaults, injury, and their strategic responses to violent experiences. Findings will be placed in the context of debates about gender symmetry of intimate partner violence. Bachman, R. (1994). Violence Against Women: A National Victimization Survey Report (NCJ-145325). Washington D.C.: U.S. Department of Justice. Ullman, S.E. & Knight, R.A. (1991). A multivariate model for predicting rape and physical injury outcomes during sexual assaults. Journal of Consulting and Clinical Psychology, 59, (5), 724-731.

SAT 10:15AM-11:30AM Sininger 100

[492]
Juvenile Justice: Systemic Dilemmas and Responses
A. Rasmussen
University of Illinois at Urbana-Champaign, Champaign-Urbana, Illinois

Juvenile justice has often been found to be neither just nor juvenile. Presenters from Canada, New Zealand, and the United States will address dilemmas posed by legal systems that seek to serve and punish youth simultaneously, and will describe efforts to respond to these dilemmas. Topics include needs assessment, systemic intervention, and diversion reform. Particular attention will be given to perspectives that locate problems in the administration of justice—and not in individual youth subject to that administration.

[493]
Teen Court: Youth Justice, or the Same Old Thing?
A. Rasmussen
University of Illinois at Urbana-Champaign, Champaign, Illinois

Teen court, in which youth sentence other youth for low-level offenses, is among the fastest-growing alternatives to juvenile court (Butts & Buck, 2000; National Youth Court Center, 2002). As the dismantling of juvenile court begun in the 1990s continues, this option, which appears to empower youth to deal with problems of their peers, is likely to become increasingly important to the U.S. juvenile justice system (Butts & Harrell, 1998). Most scholarly attention to teen court is limited to recidivism studies (Harrison, Maupin, & Mays, 2001; Hissong, 1991; Minor, Wells, Soderstrom, Bingham, & Williamson, 1999). The author will present findings from intake surveys and after-court interviews chronicling youths’ journeys through an Illinois teen court, focusing on defendant youths’ perceptions of the program. Issues of system comprehension, procedural justice, and youth empowerment will receive particular attention. These will be compared to adult perceptions and situated within the local juvenile justice context.

[494]
Assessing Risk: Use and Misuse of Juvenile Risk Instruments
R. Rosenblat
Simon Fraser University, Burnaby, British Columbia

A large number of risk assessment instruments have been developed in the past decade. While these instruments have led to improvements in the accuracy of predictions, there remain concerns about their inappropriate use. One primary issue is that risk assessments are often seen as end in itself rather than as a guide for intervention. Many risk assessment instruments focus only on static factors and are used to justify decisions to keep individuals in institutions. These concerns are likely to be greater when these instruments are applied to adolescent populations because adolescence is a period of rapid emotional and social developmental changes, and these changes make prediction of future behavior more prone to error. This paper will highlight some of the concerns about the use of risk instruments with juveniles and will discuss ways that the research on risk factors can be useful in identifying early intervention programs targeted at both primary and secondary prevention levels. Some promising prevention programs will be highlighted.

[495]
Participatory Action Research to Improve and Coordinate Youth Justice Services
M. Atkinson
The University of Waikato, Hamilton

This paper describes a participatory action research project in Hamilton, New Zealand, which aims to improve the coordination and delivery of youth justice services. In New Zealand, indigenous (Maori) youth are currently poorly served by a fragmented and monocultural criminal justice system. This project was initiated by an indigenous (Maori) social service provider and aims to strengthen interagency collaboration and improve the coordination and delivery of youth justice services to better meet the needs of young offenders, particularly rangatahi (Maori youth), and their families. The eighteen-month old project is managed by a community psychologist under the direction of a steering group made up of representatives of government and non-government justice, health and education organizations. Specific initiatives include; early identification of youth needs, coordination between mental health and police services, management of the police diversion process,
Society for Community Research and Action 9th Biennial Conference

information sharing, and coordinated case management. This paper will discuss issues in creating change in a complex, multi-organizational justice system including: establishing buy-in, addressing power disparities between government and indigenous community agencies, identifying gaps in services, developing solutions by evaluating international best practice in the light of local conditions, managing decision-making processes. Issues in the evaluation of collaborative projects will also be discussed.

[496]
The Transformation of a Juvenile Detention Center: A Collaborative Project
C. Diener
1University of Illinois at Urbana-Champaign, Champaign, Illinois

This presentation will describe a collaborative effort between a juvenile detention center (JDC) and a psychology professor and her graduate students designed to meet the needs of both university and juvenile justice stakeholders. The psychologists are interested in developing a clinical training site for both undergraduates and graduate students and in building a research program around detainee mental health and behavior. JDC administrators are interested in creating an educational environment for detainees that focuses on social skills development and assessing and addressing their psychosocial needs. This represents a dramatic change in the climate of the JDC, requiring staff to learn new skills and interact with detainees in new ways. Undergraduate and graduate students are involved in running several groups designed to encourage non-punitive interaction between staff and detainees as well as address the needs of youth. A behavior modification program has been instituted to involve staff in giving direct positive reinforcement to detainees. Undergraduates administer a mental health screening (the MAYSI-2) to all detainees within 24 hours of admission and make appropriate referrals. The results of focus groups with JDC staff on perceptions of changes in their workplace and the role of the university will be presented.

SAT 10:15AM-11:30AM Sininger 201

[497]
The Chicago Dinners: Creating Context for Change
D. Hawkins1, J. Alvaréz2, T. Johnson3, P. J4
1Yale School of Medicine, New Haven, CT; 2DePaul University, Center for Community Research, Chicago, IL; 3Human Relations Foundation, Chicago, IL;

The Human Relations Foundation hosted its first series of Chicago Dinners in 1995. Hundreds of people came together throughout metropolitan Chicago to have an open and honest dialogue about the racial divide and how to reach across it. The Chicago Dinners project is inspired by the belief that conversations among small groups of diverse community leaders are a vital step in the process of bridging the divides of race, ethnicity and religion. It is also inspired by the reality that in the metropolitan Chicago area the opportunities to bridge these divides are rare, despite the fact that we live in one of the most diverse areas in the nation. These conversations are, hopefully, catalysts for change providing the foundation for the work we must do collectively to create effective and sustainable solutions to our social problems. The dinner process of training host, debriefing participants, evaluating the program and hosting has been collaborative effort with input from psychologist and foundation staff. During the past eight years, over 11,000 people have been engaged in this important dialogue process in metropolitan Chicago and other cities throughout the nation. Various organizations, institutions and communities have used the dinners format to facilitate bridging across differences. Every dinner is unique, brimming with the potential for great insight and new relationships among people with diverse experiences and ideas for change. This proposed innovative session seeks to replicate the dinner experience for participants at this conference. We will host (facilitate) two (three, depending on interest) concurrent conversations on an evening during the conference, and hold an optional debriefing session in the following days during the breakfast hour for all participants to gather and discuss their experiences. Two restaurants in the area have been selected as locations for the dinners to occur. Participants will be able to sign up for the dinners prior to the conference via an e-mail link. For those who choose to attend a Chicago Dinner, it is expected that they will accept the responsibility of participating in the dialogue honestly. They will be assigned to one of the dinner parties and receive some preparatory materials to read before the dinner. We ask that they share honest thoughts and opinions, hopes, dreams and fears. We ask that they share their stories and listen to the stories of others. It is our hope to share this program as it has great potential and use in our increasingly diverse society. We will be available to all interested to talk about the development, implementation and further use of the Dinner format. However, having the experience first is truly invaluable therefore we felt this was an ideal opportunity to share the program in this conference modality.

SAT 10:15AM-11:30AM Sininger 202

[498]
Identity Politics in Collaborative Community-based Research
B. Wilson1, M. Bloodworth1, K. McDonald1, T. Ritzler1, A. Sharma2, J. Viola3
1University of Illinois at Chicago, Chicago, Illinois; 2Loyola University of Chicago, Chicago, Illinois; 3DePaul University, Chicago, Illinois

Overview

Attention to U.S. minority group experiences and issues have become a hallmark of community psychology research. This has been the case even though the majority of researchers in the field are people who do not personally identify as members of these minority groups. Thus, the discourse around researching and working with communities has traditionally used language that indicated the researchers were, by their own description, community “outsiders”. As a result, discussions of community-based research have tended to focus on issues related to working with researched “others” and the strategies researchers have used to overcome these barriers. More recently, researchers from underrepresented
groups have begun generating a dialogue about the complex issues that arise for community researchers who feel both a part of university or academic communities and of the communities with which they conduct research (Jordan, Bogat, & Smith, 2001). The goal of this roundtable is to further this dialogue among community researchers who have conducted community-based research with groups who share a similar social identity (e.g., based on ethnic group, sexual orientation, etc.) and community researchers who have conducted research with groups that do not share a social identity. Members of our panel will facilitate a discussion around some key questions on this topic.

SAT 10:15AM-11:30AM Sininger 204

Mental Health Auditing the 9th SCRA Biennial Conference – Review of Findings

P. DUCKETT¹, S. MCKENNA², R. PRATT³

¹Manchester Metropolitan University, Manchester, ; ²Sterling University, Stirling, ; ³University College London, London,

This is a companion session to one scheduled on Wednesday, from 2:15 to 3:30. At this session participants will review the findings of the mental health audit and plan for their presentation and dissemination.
SAT 10:15AM-11:30AM Sinerger 205

Methods of Promoting Social Justice and Empowerment of Minority Communities
T. Salazar, J. Valdez
1RMC Research/ University of Denver, Denver, Colorado;
2University of Denver, Denver, Colorado

Overview
This roundtable discussion will provide an opportunity for discussion of promising practices in teaching and promoting social justice and empowerment of minority communities. Multiple methods, case and curriculum examples will be discussed including, community service-learning to enhance cultural competency, civic engagement; establishment of multicultural community-academic partnerships; and use of reflection in community-based research with minority populations. The impacts of incorporating social justice training on graduate students and systemic impacts on minority communities will also be discussed. Outcome results and qualitative examples will also be presented from the author's experience and research teaching social justice to psychologists in training, evaluators, and educators. This roundtable will benefit participants involved in higher education, program evaluation, prevention initiatives, and non-profit centers.

SAT 11:45AM-12:45PM Ilfeld Auditorium
Closing Plenary and Award Presentations

International Travel Awards - Toshi Sasao, Chair
Charity Akotia from Ghana
Serdar Degirmencioğlu from Turkey
Miguel Maldonado from Peru
Fredy Leonardo Martinez from Columbia
Anne Moleko from South Africa
Maritza Montero from Venezuela
A. Bame Nsamenang from Cameroon
Sandra Toloza from Columbia

International Dinner, Saturday starting at 5:00PM

We invite all conference attendees from outside of the US and/or with "international interests" to join us for an informal dinner at a local restaurant.
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abina-Sotomayor, Keren</td>
<td>248, 411, 416</td>
</tr>
<tr>
<td>Abdal, Elizabeth</td>
<td>35, 38</td>
</tr>
<tr>
<td>Abrams, Joshua</td>
<td>101</td>
</tr>
<tr>
<td>Acosta, Joan</td>
<td>28, 370</td>
</tr>
<tr>
<td>Adamo, Alexa</td>
<td>15</td>
</tr>
<tr>
<td>Aguirre, Rosa</td>
<td>68</td>
</tr>
<tr>
<td>Ahmed, Sawssan</td>
<td>94, 252</td>
</tr>
<tr>
<td>Ahrens, Courtney</td>
<td>375</td>
</tr>
<tr>
<td>Akotia, Charity</td>
<td>63</td>
</tr>
<tr>
<td>Alexander, Mary Jane</td>
<td>248, 411, 416</td>
</tr>
<tr>
<td>Alexander, Tara</td>
<td>298</td>
</tr>
<tr>
<td>Allen, Nicole</td>
<td>39, 41, 253, 254, 375</td>
</tr>
<tr>
<td>Alvarado, Elena</td>
<td>64</td>
</tr>
<tr>
<td>Alvarado, Janet</td>
<td>141</td>
</tr>
<tr>
<td>Altman, Lisa</td>
<td>428</td>
</tr>
<tr>
<td>Anderson, Anne</td>
<td>252</td>
</tr>
<tr>
<td>Andrews, Arlene</td>
<td>33</td>
</tr>
<tr>
<td>Andrews, Lara</td>
<td>46</td>
</tr>
<tr>
<td>Andrews, David</td>
<td>297</td>
</tr>
<tr>
<td>Andrews, Lara</td>
<td>253, 254, 375</td>
</tr>
<tr>
<td>Angelique, Holly</td>
<td>237, 471</td>
</tr>
<tr>
<td>Antonishak, Jill</td>
<td>206, 455</td>
</tr>
<tr>
<td>Applewhite, E.</td>
<td>195</td>
</tr>
<tr>
<td>Armstead, Theresa</td>
<td>453</td>
</tr>
<tr>
<td>Arthur, Michael</td>
<td>296, 299</td>
</tr>
<tr>
<td>Atkinson, Melanie</td>
<td>97, 495</td>
</tr>
<tr>
<td>Atkinson, Neville</td>
<td>97</td>
</tr>
<tr>
<td>Ayala-Alcantar, Christina</td>
<td>1, 483</td>
</tr>
<tr>
<td>Bakeman, Roger</td>
<td>117</td>
</tr>
<tr>
<td>Balcazar, Fabricio</td>
<td>107, 196, 199, 253, 291</td>
</tr>
<tr>
<td>Balfanz-Vertiz, Kristen</td>
<td>291</td>
</tr>
<tr>
<td>Bangi, Audri</td>
<td>280</td>
</tr>
<tr>
<td>Barker, Chris</td>
<td>289</td>
</tr>
<tr>
<td>Barton-Villagran, Heather</td>
<td>194</td>
</tr>
<tr>
<td>Batada, Ameena</td>
<td>334</td>
</tr>
<tr>
<td>Batchelor, Kim</td>
<td>342</td>
</tr>
<tr>
<td>Bateman, Christopher</td>
<td>81</td>
</tr>
<tr>
<td>Bateman, Helen</td>
<td>81</td>
</tr>
<tr>
<td>Becenti, Albert</td>
<td>141</td>
</tr>
<tr>
<td>Belcher, Lisa</td>
<td>338, 339</td>
</tr>
<tr>
<td>Belizaire, Pascale</td>
<td>450</td>
</tr>
<tr>
<td>Bellinger, George</td>
<td>293</td>
</tr>
<tr>
<td>Belyne, Kadira</td>
<td>81</td>
</tr>
<tr>
<td>Benhorin, Shira</td>
<td>116</td>
</tr>
<tr>
<td>Bennett, Patricia</td>
<td>335, 337</td>
</tr>
<tr>
<td>Berkowitz, Shelby</td>
<td>173, 174, 224, 256</td>
</tr>
<tr>
<td>Berkowitz, William</td>
<td>58, 241, 471, 482</td>
</tr>
<tr>
<td>Berryhill, Joseph</td>
<td>351, 354</td>
</tr>
<tr>
<td>Bess, Kimberly D.</td>
<td>271, 308, 310, 444</td>
</tr>
<tr>
<td>Bishop, Brian</td>
<td>34, 88, 252, 278, 431</td>
</tr>
<tr>
<td>Black, Rose</td>
<td>154, 346, 348</td>
</tr>
<tr>
<td>Blake, Susan</td>
<td>342</td>
</tr>
<tr>
<td>Blank, Michael</td>
<td>239</td>
</tr>
<tr>
<td>Bliss, Melanie</td>
<td>12, 14</td>
</tr>
<tr>
<td>Blitz, Caryn</td>
<td>344</td>
</tr>
<tr>
<td>Block Lapidus, Rebecca</td>
<td>22</td>
</tr>
<tr>
<td>Bloodworth, Michelle</td>
<td>389, 498</td>
</tr>
<tr>
<td>Bomhoff, Kevin</td>
<td>100, 109, 192</td>
</tr>
<tr>
<td>Bond, Meg A.</td>
<td>112, 196, 197, 471</td>
</tr>
<tr>
<td>Bonocchi, J.</td>
<td>195</td>
</tr>
<tr>
<td>Boothroyd, Renee</td>
<td>257, 335, 336, 337, 421</td>
</tr>
<tr>
<td>Borkman, Thomasina</td>
<td>294, 343</td>
</tr>
<tr>
<td>Bouchard, Camil</td>
<td>95, 300</td>
</tr>
<tr>
<td>Boucher, Margaret</td>
<td>430</td>
</tr>
<tr>
<td>Bowlar, Susan</td>
<td>166, 168, 171</td>
</tr>
<tr>
<td>Brabham, Tamika</td>
<td>293</td>
</tr>
<tr>
<td>Bracey, Jeana</td>
<td>164, 275</td>
</tr>
<tr>
<td>Bradbury PhD, Steven</td>
<td>80</td>
</tr>
<tr>
<td>Brandenberger, Heidi</td>
<td>100, 110, 192</td>
</tr>
<tr>
<td>Breen, Lauren</td>
<td>46, 48, 50, 52, 55, 193</td>
</tr>
<tr>
<td>Bremby, Roderick</td>
<td>257, 333, 422</td>
</tr>
<tr>
<td>Briscoe, Allison</td>
<td>242, 244</td>
</tr>
<tr>
<td>Brookins, Craig C.</td>
<td>59, 63, 220</td>
</tr>
<tr>
<td>Broomfield, Kimberly</td>
<td>25, 108, 226</td>
</tr>
<tr>
<td>Brown, Donald</td>
<td>76</td>
</tr>
<tr>
<td>Brown, Louis</td>
<td>100, 192, 397</td>
</tr>
<tr>
<td>Browne, Alison</td>
<td>88</td>
</tr>
<tr>
<td>Brunson, Liesette</td>
<td>296, 300</td>
</tr>
<tr>
<td>Bryant, De'</td>
<td>61</td>
</tr>
<tr>
<td>Bryant, Rick</td>
<td>333, 422</td>
</tr>
<tr>
<td>Buchanan, Rebecca</td>
<td>147, 151</td>
</tr>
<tr>
<td>Burke, Christine</td>
<td>305</td>
</tr>
<tr>
<td>Burnette, Mandi</td>
<td>207</td>
</tr>
<tr>
<td>Bushkin, Hanan</td>
<td>305</td>
</tr>
<tr>
<td>Butterworth, Iain</td>
<td>452</td>
</tr>
<tr>
<td>Bybee, Deborah</td>
<td>105, 423, 428</td>
</tr>
<tr>
<td>Caldwell, Cleopatra</td>
<td>180</td>
</tr>
<tr>
<td>Callaway, Oona</td>
<td>92</td>
</tr>
<tr>
<td>Camino, Linda</td>
<td>238</td>
</tr>
<tr>
<td>Campbell, Rebecca</td>
<td>103</td>
</tr>
<tr>
<td>Cantillon, Dan</td>
<td>177, 186, 394, 401</td>
</tr>
<tr>
<td>Carey, James</td>
<td>342</td>
</tr>
<tr>
<td>Carlon, Colleen</td>
<td>296, 301</td>
</tr>
<tr>
<td>Carroll, Barry</td>
<td>100, 192</td>
</tr>
<tr>
<td>Carson, Valorie</td>
<td>257</td>
</tr>
<tr>
<td>Casad, Bettina</td>
<td>83</td>
</tr>
<tr>
<td>Ceballo, Rosario</td>
<td>383</td>
</tr>
<tr>
<td>Cervenak, Thom</td>
<td>474</td>
</tr>
<tr>
<td>Chae, David</td>
<td>315</td>
</tr>
<tr>
<td>Chambers, Anthony</td>
<td>153</td>
</tr>
<tr>
<td>Chandra, Anita</td>
<td>334</td>
</tr>
<tr>
<td>Chang, Paul</td>
<td>290</td>
</tr>
<tr>
<td>Chao, Mei</td>
<td>428</td>
</tr>
<tr>
<td>Chataway, Cynthia</td>
<td>77</td>
</tr>
<tr>
<td>Chadhary, Kaveri</td>
<td>111</td>
</tr>
<tr>
<td>Chauhan, Preeti</td>
<td>207</td>
</tr>
<tr>
<td>Chavous, Tabbie</td>
<td>180</td>
</tr>
<tr>
<td>Cherniss, Cary</td>
<td>187</td>
</tr>
<tr>
<td>Chhabra, Rosy</td>
<td>476</td>
</tr>
<tr>
<td>Childs, Corrie</td>
<td>110</td>
</tr>
<tr>
<td>Chinman, Matthew</td>
<td>234</td>
</tr>
<tr>
<td>Chow, Puisze</td>
<td>306</td>
</tr>
<tr>
<td>Christens, Brian</td>
<td>96, 213, 252, 453</td>
</tr>
<tr>
<td>Chu, Rita</td>
<td>462</td>
</tr>
<tr>
<td>Clark, Alyssa</td>
<td>161, 200, 201, 203</td>
</tr>
<tr>
<td>Clark, Leslie</td>
<td>117</td>
</tr>
<tr>
<td>Clark, Mary Jo</td>
<td>98</td>
</tr>
<tr>
<td>Clarke, Mark</td>
<td>218</td>
</tr>
<tr>
<td>Cohen, Lynne</td>
<td>46, 47, 48, 52, 53, 54, 55, 56, 193, 290</td>
</tr>
<tr>
<td>Collins, Vicky</td>
<td>100, 109, 192</td>
</tr>
<tr>
<td>Colón, Yari</td>
<td>412</td>
</tr>
<tr>
<td>Commer, Amy</td>
<td>98, 100, 192, 397</td>
</tr>
<tr>
<td>Connell, Christian</td>
<td>166, 167, 168, 169, 170</td>
</tr>
<tr>
<td>Contreras, Richard</td>
<td>280</td>
</tr>
<tr>
<td>Cook, James</td>
<td>332, 463, 464, 484, 485</td>
</tr>
<tr>
<td>Cook, Sarah</td>
<td>15, 488, 490, 491</td>
</tr>
<tr>
<td>Cooke, Deanna</td>
<td>17, 375</td>
</tr>
<tr>
<td>Cooper, Daniel</td>
<td>96, 252, 308, 309</td>
</tr>
<tr>
<td>Copeland, Ivory</td>
<td>19</td>
</tr>
<tr>
<td>Courtenay-Quirk, Cari</td>
<td>338, 341</td>
</tr>
<tr>
<td>Cowman, Shaunt</td>
<td>395</td>
</tr>
<tr>
<td>Coyne, Shawn</td>
<td>332</td>
</tr>
</tbody>
</table>
Cranston, Kevin, 342
Creekmore, Mark, 474
Cruse, Scott, 152
Crusto, Cindy, 166, 168, 195, 267, 268
Culley, Marc, 72
Curry-Stevens, Ann, 75
Curtis, Catie, 434
D’Arlach, Lucia, 252, 331
D’Rozario, Pam, 278
Dalton, Jim, 313
Darlaston-Jones, Dawn, 46, 47, 52, 53, 55, 193, 375
Darnell, Adam J., 122, 272, 274
Davidson II, William, 447
Davidson, Heather, 142, 146
Davidson, Larry, 258, 261, 403
deu Swardt, Maray, 306
D’acon, Zermarie, 44, 423
Degirmencioglu, Serdar, 252
Dello Stritto, Mary Ellen, 443
Denyer, Kara, 474, 487
Desrochers, Mireille, 95
Dey, Achintya, 340
Diaz, Rafael, 317
Dickens, Tracy, 25, 490
Diebold, Charles "Tom", 89
Diener, Carol I., 200, 202, 203, 496
Dillman-Carpentier, Francesca, 404
dilworth, Janean, 85, 406
Dinh, Khanh, 375
Dima, Manisha, 305
Dokecki, Paul, 213, 453
Dolcini, M. Margaret, 116
Dolev, Rona, 127, 128
Dowrick, Peter, 33, 78, 325, 458
Drew, Neil, 34, 46, 48, 52, 53
du Preez, Mirike, 305
Duchon, D.A., 274
Duckett, Paul, 45, 499
Dumka, Larry, 404
Dworsky, Dryw, 68
Dye, Barbara, 433
Dye, Melanie, 233
Ealey, Sarah, 98, 100, 110, 333, 422
Edwards, Arlene, 135, 136
Edwards, Mildred, 35
Eisen, Sue, 306
Eley PhD, Diann, 80
Elias, Maurice, 241, 252
Ellis, Mешa, 478
Emery, Erin, 69
Emshoff, James, 25, 60, 108, 220, 223, 226
Engstrom, Mark, 291
Ensley, Gwendolyn, 148
Evans, Scot, 308, 310
Everhart, Kevin, 292
Fawcett, Stephen, 257, 335, 336, 421
Feis Korman, Carolyn, 356, 357, 358, 359, 360, 361, 449
Ferrari, Joseph, 395
Finn, Lizzie, 431
Fischer, Marianna, 78, 325, 369
Fischer, Sean N., 113, 251
Fisher, Adrian, 271
Fisher, Jacqui, 335, 336, 337, 421
Fishman, Daniel, 58, 187, 241
Flaspohler, Paul, 93, 231, 232, 235
Fleury-Steiner, Ruth, 102
Fogel, Sondra, 484, 485
Foster, Jennifer, 25
Foster-Fishman, Pennie, 256, 279
Fox, Ashley, 118
Fox, Dennis, 6, 8
Francisco, Vincent, 257, 421
Freeman, Anne, 342
French, Sabine, 441
Fried Mulford, Carrie, 206, 455, 457
frieden, gina, 444
Froehlich-Grobe, Katherine, 111
Frost-Kumpf, Lee, 4
Fryer, David, 156
Fulara, Doreen, 166, 170
Fulmer, Erika, 339
Galano, Joseph, 286
Gallavy, Renee, 30
Galloway, Erin, 297
Garate-Serafini, Teresa, 196, 199, 227, 230
Garner, LKrashe, 331, 378
Gassman-Pines, Anna, 247, 250
Gauthier, L., 195
Genalo, M. Toni, 404
Gensheimer, Leah K., 391
German, Miguelina, 404
Gerstein, Lawrence, 252
Gillum, Tameka, 42, 428
Goldman, Bertha, 262, 266
Gould, Claire, 425, 426
Graduates (TBD), Training, 20
Graf, Jennifer, 272, 273, 373
Grayman, Jessie, 342
Green, Roger, 225
Greene-Moton, Ella, 139, 380
Gregory, Anne, 242, 245
Gridley, Heather, 367
Griffin, Tamar, 2
Griffith, Derek, 86
Griffiths, Susan, 88
Grills, Cheryl, 62, 479
Groot, Allison, 275
Guessous, Omar, 24, 236, 330
Gulcur, Leyla, 251
Gustafson, Erika, 427
Gutierrez, Lorraine, 57, 381, 474, 484, 487
Guzman, Bianca, 64, 83, 437, 483
Guzman, L.P., 195
Haber, Mason, 94, 429
Habron, Geoffrey, 99
Haddock, Gregory, 391
Hay, Brian, 312
Hall, Kimberly, 227, 230
Hamerton, Heather, 154, 346, 350
Hanke, Ramona, 305
Hansen, Nathan, 118
Harding, Cathy, 335, 337
Hargrove, David, 239

142
Society for Community Research and Action 9th Biennial Conference

Telleen, Sharon, 417
Terre Blache, Martin, 385
Thaden, Emily, 248, 411, 416
Thai, Nghi, 29, 371
Tharp, Roland, 27
Thomas, Cherrell, 23
Thomas, Elizabeth, 2
Thomas, Nathan, 175, 176, 186, 418
Thomas, Oseela, 445, 448
Thompson, Jessica, 435
Thompson, Laura, 102
Thorne, Trisha, 17
Thorp, Laurie, 174
Tipping, Susannah, 415
Tompsett, Carolyn J., 252, 402, 475
Tondora, Janis, 258, 261
Tonigan, J. Scott, 212
Toof, Robin, 196, 197
Toohey, Siobhan, 248, 411, 416
Toro, Paul, 241, 252, 402, 429, 436, 439, 475
Torres-Harding, Susan, 375
Totikidis, Vicky, 366
Townsend, Stephanie M., 103
Trickett, Edison, 389
Trivits, Lisa, 456
Trotter, Jen, 41, 426
Trynes, Mariella, 414
Tsemberis, Sam, 251
Tsurikova, Ruslana, 112
Turcotte M.A., Genevieve, 131
Turner, Colleen, 367
Tweed, Jennifer, 451
Udqah, Aesha, 275
Ulysse, Gina, 188
Underhill, Kathy, 298
Upton, Jan, 297
Uribe-Zarain, Ximena, 19
Usher, Jeff, 333, 422
Uys, Carmen, 306
Valentine, Leanne, 108
Van Der Graaf, Sharon, 46, 49
van der Woerd, Kimberly A., 82, 123, 129
Van Egeren, Laurie, 172, 177, 394
Vandiver, Leah, 98, 333, 422
Varas-Diaz, M.A., Nelson, 120
Vasconcelles, Erin, 68
Vernon, Fox, 157
Vesley, Carolyn, 297
Villanueva, Christina, 64
Vincent, Murray, 335, 336, 337
Vinokurov, Andrey, 263
Viola, Judah, 498
Visser, Maretha, 303, 304, 305, 385
Wainright, Jennifer, 104, 130
Waitoki, Moana, 414
Wandersman, Abe, 33, 231, 232, 234, 255, 292, 326, 332
Ward, Nadia, 267, 269
Ward, Tom, 16, 433
Warren, Mary, 98, 192, 333, 397, 422
Washburn, Jason, 379
Watkins, Natasha, 409
Watson, Susan, 116
Watt, Kelly, 40, 41, 254, 427
Watts, Roderick, 6, 10, 60, 220, 223
Weaver, Ph.D., Ken, 84
Wechsberg, Wendee, 220, 221
Weinberger, Susan, 293

Weinfield, Nancy, 134
West, Curt, 109, 110
West, Stephanie, 293
Whitehead, Tanya, 74
Whitlock, Rod V., 407
Wihongi, Helen, 410
Willis, Jason, 17
Wilson, Bianca D.M., 185, 413, 498
Wilson, Daniel, 319, 320
Wilson, Melvin, 153, 239
Wilson, Patrick, 315
Witherspoon, Dawn, 405
Wituak, Scott, 98, 100, 110, 192, 333, 375, 397, 422
Wolchik, Sharlene, 386
Wolf, Angie, 1
Wolfe, Susan M., 344, 356, 357, 358, 359, 360, 361
Wolff, Thomas, 241
Woloszyln, Michael, 92
Woods, Lakeshaw, 153
Worthington, Greg, 415
Yasuda, Tomoyuki, 407
Yoshikawa, Hiro, 57, 250, 314, 315
Yragui, Nan, 319, 321
Zamora, Angela, 150
Zeldin, Shepherd, 238
Zhang, Xiaoyan, 234
Zhao, Yunchuan, 450
Zimmerman, Marc, 35, 73, 138, 139, 180, 380
Zion, Shelley, 219